

Break

In the market place

"More comprehensive and more comprehensible school reports" were recommended in the government's green paper, *Education in Schools*. Now the National Foundation for Educational Research is mounting a small research project to see how that might be achieved.

The three year study will look at school reports to parents—not the internal school ones. And against all precedent, the NFER is choosing its honours by including independent schools in its inquiries for the first time. It thinks that perhaps the experience of the cut-throat competition in the free market, may have some useful ideas on how to keep parents as satisfied customers.

"Recent work indicates that valuable insight into matters of assessment, recording and reporting may be obtained from the study of such schools", says the research proposal. The particular work in mind is that done in Scotland on assessment by the Association of Head Teachers. Gordonstoun took part in that.

The NFER project begins this month with exploratory discussions. A questionnaire will then be sent to 20 or more of all secondary schools asking about their policy and practice. Local authorities will also be asked to suggest any schools with particularly interesting ideas.

Stage three involves intensive scrutiny of selected schools, discussions with staff and with parents, a questionnaire for parents and some attempt to see the reports in the

context of the school's internal record-keeping system. The end product will be a report of all these activities and—again something of a new departure for NFER—exemplary material derived from the studies giving ideas of how the particular purposes a school has in reporting to parents can best be achieved.

Reporting but miscellaneous to trumpet all this as "NFER to urge state schools to use public school reports". High time the public sector cashed in on the private sector's experience.

Food and drama

Our man in Paris has just been reading some novels by Yves-André La Roche, a French novelist. At first sight they are redolent of the cartoon strips of Asterix and Mickey, and of that great success in France, Enid Blyton's *Club des Cinq*.

The heroes win through. The adventures take them through time, space and curious folk languages. There is a little dialogue which could be coming out of balloons in the characters' mouths. There is little-like action, too. Not for nothing is one of the novels called *What a lot of crimes for such a little station*.

Most intriguing, however, is that underneath there is a great deal about the life and times of a French 13-year-old living on a council estate in Dieppe. One of the novels is about four boys who set off for Baghdad "because that is where you are given a fortune". In this case that is the only exotic touch.

Much more striking is the essential conventionalism of the adventures. They are much concerned about food and drink. There are frequent scenes in cafes and bistros. When one of them falls in love, the girl is immediately put to doing the cooking.

When they get to Baghdad, they find it crumbling and in need of some paint. Just like the estates back home. When they run out of money, they don't bum around. They take the sort of job they have hitherto despised. Though they have rows with their family, they make it up in the end. They are really very reasonable and polite.

The story ends with the telegram the voyagers send to Dieppe. "I have found well-paid work in a factory, for I am, Roger, Paul, Jean et moi."

The studies have been brought together by their teacher of French, Pascal Bouchard, together with a commentary by two sociologists (Rummenauer & 13 ms. Editions Bouchard). Bouchard, a pleasant, intense man of 29, says he started reading 13-year-old pupils to write novels because they were bored and made passive by the prescribed programmes of grammar and spelling and short written exercises. So for an hour a week he got them to write reports of three or four: the novels took most of a year.

Great anxiety at first from the pupils: how could he mark them correctly? Incomprehension from outsiders. The pupils were not going to be Flaubert or Stendhal!

they did not have to write novels for the sake of it. What was the point? The point is clear enough to Bouchard and his associates. The cooperative exercise worked well for the pupils—the strong and the weak. For the first time for many of them, they actually wanted to write. Bouchard says that he has become much more flexible and better at drawing out the pupils. At first he suggested themes and kept on wanting to interfere. Gradually he became aware of how important it was to respect them as authors—a quite different set of relationships.

Though the book gives the lie to the suggestion that it is not possible to experiment in French schools, it is a testament to how amazingly difficult it is. Bouchard was supported by the director of the school. But the inspectors' agreement was needed.

Of course, they were not against it, said the local inspector. Every one was writing novels these days. And she immediately started to discuss grammar. The experiment has therefore, remained marginal, both in the school and the district.

Fundamental fraction

The Conservative Education Lectures, a four-week-long series being held before invited audiences at the House of Commons, opened this week. Dr Rhodes Boyson introduced the first speaker, Mrs Mary Warnock with a plea to the 60-strong audience to "forget about fractions" in favour of a broader look at the fundamentals of education.

Mrs Warnock, Oxford don and chairman of the recent committee of enquiry into the education of handicapped children, found this no hardship. Her philosopher's mind has always liked to grapple with questions of whether and why (What is imagination? What is word learning? are some she has posed in the past) and she spent a cool-headed half hour wondering "What is education for?" (Answer: education is for increasing people's imaginative pleasure in life, and for helping them to be able to exert some control over their environment.)

The audience, however, found it less easy to step back from the problems before their noses and it was not many minutes before question-time had become a wrangle about whether the ill-starred of modern language teaching was more likely than the dire state of mathematics teaching. A retired headmistress had almost the last word. It was all very well saying—as Mrs Warnock had been—that education should prepare people for work, which was itself a form of work for young people to do?

At this, said Mrs Warnock, Well the thing was, you still had to educate people for employment. After all they would not all be unemployed—and there would be no way of telling who would be idle or who.



There's no parents' evening because the class is so big there'd be too many parents to see.

Fresh air in Oxon

To his delight, surprise and some embarrassment, Tim Brighouse has just been appointed at the age of 38 to be next CIO of Oxfordshire.

The guilt and some real regret are because it comes a bare 18 months after he joined the NEEA as second deputy education officer, a job which he much enjoyed and filled with general approval. Of course, like all educational administrators, it was his ambition to get just that sort of job. As his friends put it, he wanted a country seat.

He put in for the Oxfordshire job because it was there, and not many more like it were expected to come up for the next 10 years or so. And, in the face of pretty heavy opposition from the pick of rival deputies, he walked away with it at the final interview last week.

His first ambition, as a grammar school teacher and then a community school deputy warden, was to head a comprehensive school. Then he went into administration in the old Monmouthshire, where his chief, Trevor Morgan, an AKE man of the old school, threw him in at the deep end.

Then he went on to be number three to Roy Harding in Huddersfield, followed by another fortunate spell as deputy to the ACC's former education officer, Leonard Brown. He thinks part of his luck has been that he has always worked for men he still regards with great admiration and respect. A feeling that seems to be mutual.

At present, of course, he works for Peter Maynard, "one of the great persuaders", who, he believes, will come to be regarded as one of the leaders of educational thought in this generation of the educational service. He hopes he will be able to do

his share of persuading in the territory of Oxfordshire. The point is clear enough to Bouchard and his associates. The cooperative exercise worked well for the pupils—the strong and the weak. For the first time for many of them, they actually wanted to write. Bouchard says that he has become much more flexible and better at drawing out the pupils. At first he suggested themes and kept on wanting to interfere. Gradually he became aware of how important it was to respect them as authors—a quite different set of relationships.

He will be helped in dealing with side of things by the experience he has built up in his career on the steering group, where he has served, first, ACC and then as a Newsum's deputy. It was a paper which he and a colleague of Essex, put in last November's meeting of the first time, for extra rolls full. It persuaded the teacher ratios.

He has four principal members (and he is pushing corporate management) and a close to the teachers' important resource was built a well-oiled administrative machine: and "something wouldn't have thought of it again"—to work out ways of bringing education closer to the which should be interesting British Leyland on the domestic.

He would also like to see doing more about assessing new performance. "After a while of soaking up money and not sufficiently precise about we've been doing, we need sharp, cutting edge of progress."

As one of his former bosses has taken, and I'm glad they've taken it, that he may introduce breath of fresh air rather than



Tim Brighouse

Next week

An American professor on effects of the Jack in the box movement in the States. Caroling Hayden on pioneering home schemes.

THE TIMES Educational Supplement

FRIDAY APRIL 28 1978 NUMBER 3277

FIRST PUBLISHED 1910 PRICE 18p

Union shuns talks as election date approaches

by John Hodge

There has been reached in the negotiations between the second biggest teachers' union and the employers' association whether or not out-of-school activities are compulsory. The nationwide ban on such activities scheduled for May 8 is still ahead, the National Association of Schoolmasters-Union of Teachers announced this week. At the same time it declared that the invitation from the Local Education Authorities to meet to discuss the

declaration—from Mr Terry, general secretary of the NASU—marks a new low in the relationship with the local employers. Using strong words, Mr Casey said this week the union would refuse to recognise the NASU as a national negotiating body on behalf of the local schools. He accused the council of "making more than a big show" and said that on its own it was impotent and powerless to bind local authorities to any agreement with the teachers.

Mr Cunningham, education officer of the Association of Local Education Authorities, said that he had never been reluctant to go to a talking shop with the teachers' union. He said that the union's industrial action was a "disgrace" and that the union's industrial action was a "disgrace" and that the union's industrial action was a "disgrace".

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Desk stretchers: the wider world of N and F exams came a step closer this week. Report, pages 8-9

Against the stream: Banbury's evidence

It is hardly surprising that mixed ability teaching is now being made a scapegoat for many ailments. Whatever the merits of demerits, streaming from the first secondary year does preserve some grammar school selection in the comprehensives. And more than 80 per cent of secondary children are now in comprehensives.

So every piece of concrete evidence about the effects of streaming or mixed ability teaching deserves close attention. One serious attempt to collect facts has been made at Banbury School, Oxfordshire. The original study, comparing pupils from streamed and mixed ability first years at the end of their second year, appeared in 1977. This week a follow-up study is published, taking the children through to 16.

Unlike the first study—which showed that streaming or mixed ability made no difference to academic performance—this one has thrown up some surprises. The clearest result is that sciences are less popular among streamed pupils when they make their fourth year options, and languages are less popular with unstreamed ones. The difference is particularly marked for middle ability girls. Furthermore, the pattern continues, residually, into sixth-form choices.

The differences between the two groups of pupils when it came to results at 16 were less significant. But there was some evi-

dence of better overall performance by less able pupils (particularly boys) from the mixed ability first year groups at O level and C.S.E. The able children performed at roughly the same level in each group: if anything, mixed ability backgrounds produced better O level grades. And the trends which appeared, though they do not reach statistical significance, almost all favoured the mixed ability pupils.

This evidence is confined to one school, but the school is uniquely placed for controlled experiment. Banbury, with its 2,000-plus pupils, runs a federal system, with semi-independent Halls feeding into an upper school.

All the Halls follow the same curriculum, worked out across the school. They share some specialist teachers and facilities. First years are carefully sorted in an attempt to give all the Halls similar populations, and teaching strengths and facilities are matched as carefully as possible. The opportunity for research came when two of the four Halls decided to try a mixed ability first year, and the other two to carry on streaming.

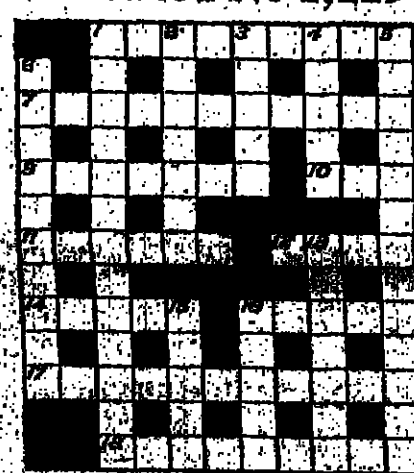
There is a long way to go in evaluating mixed ability teaching: two forthcoming studies by H. M. Inspectorate and the National Foundation for Educational Research should clear some more ground. But the Banbury results are reassuringly reassur-

ing for secondary schools tempted to take the plunge for at least their first year. Even this tentative step seems to have positive academic results for some boys and girls and no adverse effects for able pupils. The only negative effect—the flight from languages—is balanced by its counterpart, the attraction to science. And both Banbury studies show that mixed ability has some effect on widening friendships and improving attitudes to school—although not unexpectedly, these effects were more marked at 13 than at 16.

It may seem odd that a single year of mixed ability should produce five years later any clear differences. Here, the authors provide a salutary reminder. For some secondary teachers and many parents, mixed ability teaching may still seem all too novel and experimental. For the children, coming mainly from unstreamed primaries, it is streaming that is peculiar. *Streams for the Future?* By Keith Postlethwaite and Cliff Denton (Pitman £1.75). Available from Banbury School, Ruskin Road, Banbury OX16 9HY, p and p.25p per order.

No comment
Required for September, due to the present teaching having been given, university leave, a teacher with an interest in boys' games from a circular sent to schools in Southampton.

Crossword No 1,129



- Across**
- Where the young are intent on getting prepared (4)
 - The clerical room in the factory? (5,2,5)
 - Knotty piece of new (7)
 - Only about 60 in the lake (5)
 - The last M.O. nearly made it (5)

Down

- Competitions to (5,7)
- Refers to an alternative to children? (7)
- Looking on to the crop (5)
- Just surfacing at sea (5)
- Three-dimensional illnesses analysed? (8,5)
- They look along the way no doubt (4,3)
- An invasion in a human body (7)
- Best of a victory with up backing (5)
- Ormeau Road (5)
- Who's a bit of a (5)
- Who's a bit of a (5)
- Place for secondary education (4,5)

Bridge

Two hands from a recent rubber show the difference between the average good player and the first class player. In the first deal, West led the 5 of spades against 5 clubs:

♠ A 9 7
♥ K 4
♦ J 8 5 4
♣ A 10 9 8

♠ J 8 5 4
♥ K 4
♦ J 8 5 4
♣ A 10 9 8

Declarer won the spade lead with the Ace, drew trumps and led a small diamond to the 9 in his hand. West won and led a second spade to East's King, and declared still had to get down. Of course he would have won had East held either of the diamond honours (a 75 per cent chance), but he still made two tricks.

With the second hand, declarer of an adverse suit, he should have been able to contribute to the major suit. He led the 10 of diamonds, which was a mistake. South won and led the 10 of diamonds, which was a mistake. South won and led the 10 of diamonds, which was a mistake.

such plays is not to let the opponent know what you are preparing. It is a good plan to duck the opening lead, if East wins and returns a spade, all is over. Declarer wins the second lead in dummy, draws trumps, ruffs dummy's last spade in hand, cashes the two top hearts and ruffs his third heart in dummy. The position is now as follows:

♠ —
♥ —
♦ —
♣ —

When a few diamonds are led from dummy, it does not matter how the opposing diamonds are divided; the defence will have to pre-empt declarer with an extra diamond trick or a ruff in dummy.

Of course an expert player sitting East will catch a diamond at the second trick, which declarer has no hope. But if we allow East to be an expert, then we must allow South to be an expert too, in which case he would have avoided the other mistake by not cashing the two top hearts and ruffing his third heart in dummy. He should have been able to contribute to the major suit. He led the 10 of diamonds, which was a mistake. South won and led the 10 of diamonds, which was a mistake.

convention would have led to a 4-4 heart contract. ♠ J 8 5 4 ♥ K 4 ♦ J 8 5 4 ♣ A 10 9 8

He won the club lead with dummy's queen and led the dummy's queen and led the dummy's queen and led the dummy's queen.

This week



Family support

A Birmingham mother and child at Trinity House, one of the centres of the city's Experiment in Community Education. Caroline Hayden visits three pioneering home-visiting projects.

May elections

The Conservatives are expected to make some gains in next week's local elections, including winning control of the Association of Metropolitan Authorities. (page 7)

Lord of all

London University has converted its part-time unpaid office of vice-chancellor into a £26,000-a-year job and appointed Lord Annan without opposition. (page 10)

Reschooling society

Too many children leave school with a sense of failure. Margaret Donaldson on how we can help children cope with academic schooling—starting with the need to discard the common belief that most children are just too stupid to succeed. (page 4)

Potter's penalty

Mr David Potter, a probationer teacher who is facing dismissal, claims he is being penalized for his trade union activities. (page 5)

Extra: History

pages 49-56

Tools for the job

Three special pages surveying the latest and best in primary school equipment. (pages 30-32)

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Cannibalism?

A famous humanities course is being charged with teaching cannibalism, incest, murder, robbery and "un-Americanism". Vincent Rogers examines the new fundamentalism of the American "back to basics" movement. (page 19)

Classified ad index

page 34

[illegible]

SPECIAL ANNOUNCEMENTS

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THE TIMES EDUCATIONAL SUPPLEMENT



School
to
work

Scheme leaders need more training

Better training for adults working in the new government programmes for school leavers and other young unemployed is urged in a report this week by a group of international training experts.

The World Organization for Rehabilitation and Training (ORT), the Jewish fund which has become the world's largest private agency for vocational education, is recommending the Inner London Education Authority set up a centre to train supervisors, instructors, and leaders for the programmes. It says the centre is needed in order both to improve the technical skills and the training abilities of existing staff and to train additional staff so that more schemes can be run.

□ Run intensive courses in training methods for adults employed in trade training.
□ Teach counselling and careers advice techniques together with an understanding of young people's behaviour—instruction which staff say they urgently need.

□ Develop simple teaching aids for the special needs of the schemes and provide continuous back-up "clinics" for the staff.

□ Teach scheme managers book-keeping, administration, and office skills, so as to improve the financial management of the schemes.

ORT is also recommending ILEA to consider setting up a pilot centre for vocational education which would experiment with new courses for pupils from 15 to 18. The organization, whose worldwide approach is based on motivation, disaffected youngsters, to learn by combining broad education with training for work, believes that a similar formula may help not only school dropouts, but a much wider range of pupils. One possibility is that it could be a vocationally based curriculum, and ORT says that the plan must avoid its becoming a place exclusively for truants and under-achievers.

Although ORT has a fundraising organization here, which helps provide money for vocational training projects throughout much of the third world as well as for Jewish refugees in Europe and Israel, the report is its first attempt to use its expertise in this country.

The study was mounted at the invitation of the London Borough of Lambeth, and paid for by the Queen's Silver Jubilee appeal. Its objective was to recommend ways in which the borough's young unemployed could be trained to help them get jobs.

Help for leavers

The Department of Education and Science has sent more than 150,000 copies of a leaflet which explains the government schemes for the young unemployed to schools and colleges.

The leaflet, the new edition of *Options for the young unemployed*, chooses your course, devotes much space to the schemes, and should ease continuing complaints among some careers teachers that they are not being given enough information to pass on to pupils who are about to leave school.

MSC questions value of retraining limits

Most of the guiding principles and constraints of the Government's retraining programme are questioned in a document which will go out to education authorities and industry next week. They will be asked by the Manpower Services Commission to say how the £226m a year Training Opportunities Scheme should run for the next 10 years.

The paper sets out the main issues which have emerged from a questionnaire circulated to the education service, employers, and the unions—whether retraining should still be restricted to those who have left education for more than three years and whether the present one-year limit on the length of courses should be lifted to permit a higher level of training.

Scrapping of the three-year rule would mean that school leavers might have a choice between entering the Youth Opportunities Programmes leading to formal qualifications, and the Training Opportunities Scheme courses, many of which do TOPS allowances usually work out at a good deal more than the new YOP standard of £19.50 a week.

Another suggestion is that the Training Opportunities Scheme should try to do more for the unemployed than for people who merely want to change occupations. It might include an adult version of the wider opportunities courses already used to teach broad social skills to the young.

Any proposal to open up the Training Opportunities Scheme as a whole to the 16s to 19s will have to be considered in the light

Heath blames oil dollars for youth unemployment

Mr Edward Heath, the former Prime Minister, is establishing himself as the principal political spokesman on youth affairs. Last week he made his first formal appearance in the role before a committee of MPs.

Mr Heath, chairman of the forthcoming Parliamentary Youth Affairs Lobby, put the views of youth organizations to the section of the Expenditure Select Committee inquiring into training and unemployment.

The youth organizations were united, Mr Heath said, in seeing unemployment as their first concern, closely followed by racial tension and the need to develop the political awareness and effectiveness of members.

Asked by the committee how he thought jobs could be provided for the young, Mr Heath put forward his own analysis of the causes of unemployment. Apart from the effect of the trade cycle, there was an underlying layer of unemployment which was caused by the huge spectre of dollars in the hands of the oil-producing countries.

To restore employment Western nations should persuade the oil producers to reinvest the money in industry; that would provide two

Teacher education the Cinderella of research

Teacher education is the Cinderella subject for research in most European countries, says Professor William Taylor, director of London University Institute of Education, in a report for the Council of Europe this week. Disappointment with the results of research may be partly responsible.

"As a field of study and inquiry teacher education has not attracted many first class scholars, fewer still original talents," he writes. "As an area of applied research it has failed to achieve priority in the research budgets of most European countries."

The mere existence of large quantities of information does nothing to ensure that findings are put into practice. Unless there are efficient "linkage structures" to ensure the research is applied education authorities may lose the enthusiasm to obtain money for new projects.

The notion of the teacher as an

agent of social change has been a new and more serious topic in recent years, says Taylor. Though some countries to Marx and some countries to the politicalization of society, there is a trend towards the polarization of the terms of radical and conservative alternatives.

"Yet, it is possible to see sense among some teachers despite the current demands of our social, political and economic arrangements, there are some teachers who are not content to live within a rich web of authority, to accept many apparent alternatives."

A high level of political and social respect for persons and their being dependent on a web of authority, to accept many apparent alternatives. Research and Reform in Education by William Taylor, Publishing Company.

Lucy Hodges previews the local elections, in which ILEA is up for grabs

After Lambeth can Tories take London?



In the wings... party leaders hoping the town hall clock points to general election time.

Conservative Party hopes of winning the most glittering prize—the Inner London Education Authority—in the local elections on May 4 have been boosted by last week's Lambeth by-election result. But their chances of gaining control of a large number of other local education authorities are small. Only about 10 Labour areas are at risk.

A swing of 9.4 per cent towards the Tories, as happened in Lambeth, would drop three more Inner London boroughs into their laps, enough to win them the local authority associations. The loss of the Association of Metropolitan Authorities and the London Education Association would mean Labour would have no local government voice in national talks, a prospect the party does not relish but which it views as almost certain.

The Tories, for their part, do not see how they can possibly fail to gain control of the AMA and LEA as a result of a Conservative electoral victory. The electoral picture is not only complicated by minor parties such as the Liberals, National Front, ratepayers and progressives, but also by the effects of local government reorganization and boundary commission changes.

This has meant that many authorities in metropolitan and non-metropolitan districts are staggered by the very modest gains in the metropolitan districts. At best, they can hope to topple a Labour majority rather than gain control.

They estimate Labour may lose control of Newcastle to a coalition of Tories and progressives, and could also lose Doncaster, St Helen's, Wolverhampton and Salford—again to a ragbag of parties. One of the Tories' biggest hopes is Sandwell in the West Midlands. But they are not confident of winning Manchester City Council by thirds and completed their bound-

despite the assertions of Dame Kathleen Ollerenshaw, its Conservative leader, who is predicting victory. Although Labour is unlikely to win any more metropolitan districts it looks like making inroads in the non-metropolitan districts where it holds only six of the 44 districts. But none of these are responsible for education.

More than half the seats up for election this year are in London, where the Conservatives are hoping to make a number of conquests, including the Outer London boroughs of Hillingdon, Ealing, Brent, Hounslow, and Harney. To win the ILEA, the Tories need to gain control of five seats, an unlikely possibility since it would take a swing of 10.3 per cent. If

Side-stepping attempts by members to get him to back measures as a way of getting jobs for the young, Mr Heath instead an expansion in the all promised in 1969 that he would move to 100,000 training places moved up but we didn't expect in reaching that target. He told the committee returned to the theme again in his evidence—that he was strongly with the young in his view that education and training careers guidance should be brought much closer together.

At the request of the committee Mrs Rendle Short, Mr Heath to consult the youth bodies and to make a statement on the attitude towards the young in the maintenance allowances to who agreed in full time education after 16, and to pass on the matter to the committee.

Mark Jay

Take a tip from OU, schools told

by Carolyn O'Grady

Schools should use the Open University as a model to achieve a more systematic approach to the planning and management of education, says the Council for Educational Technology in its reactions to last year's education Green Paper.

Pupil profiles, on the lines of those being developed in Scotland, should be more widely used, and computers—with appropriate safeguards—should be employed to help with testing and analysis.

The success of the Open University, it says, is due in part "to the fact that educational technologists have been involved from the very beginning in all the course teams; content, method and assessment have been considered together throughout their planning. This experience, with appropriate modification, can be developed for use in schools."

This method could enable quite radical methods to be employed to meet particular needs. "Small groups of students, for example, might be offered a wider range of subject options by using distance learning techniques already being developed in further and higher education."

"Minority subjects might be taught through the use of structured self-instructional materials, supported by counselling and supplemented by telephone tutoring. Scheduling, timetabling and resource deployment problems can be tackled by using computing facilities, already available in local authorities."

Schools should have access to equipment for the production of learning materials which is available in further education colleges, polytechnics and universities. And a more effective information system about all types of teaching and learning materials and methods should be set up.

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1978-9

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Veteran casts keen eye over capital ship

by Bert Lodge

The discovery, some time after his selection, that the shipper was not really necessary after all, has occurred in several areas of government recently—as a clutch of chief executives made redundant by their local councils can testify.

But at London University, which has just appointed its first full-time salaried vice-chancellor, a small but vociferous group of dons was acquiring the superiority of the office some years before the appointment was even made. While the vice-chancellor was part-time, unpaid, and holding office for a limited period of two years with no administrative responsibilities—conditions which had obtained since 1926—the Senate decided in 1974 to implement the recommendations of a committee of inquiry and convert the academic amateur into a professional supreme the signatures of protest were quickly gathered.

By early 1975, Professor John Griffith of the London School of Economics was fortifying the Privy Council on behalf of 130 dons not to allow the Senate the new statutes needed to authorize the change. They were so radical, he maintained, that they would break the Act of Parliament under which the university had been governed since 1926.

The Privy Council agreed and told the Senate it would have to get another Bill through Parliament to sanction such far-reaching transformations. That is what the Senate did. It has taken two years, and the new Bill received the Royal Assent on Monday Thursday of this year.

What the objectors feared was a movement of power away from the individual schools to a strengthened and enlarged central administration headed by the new style vice-chancellor who would be appointed for four years with the option of a further four. The estimated £250,000 needed to implement the proposals served to fuel their concern. London University was, after all, like no other. With 37,000 students, more than 5,000 staff, and constituent colleges as big as small universities only, federal structure made sense, they argued.

But they remain very much in a minority. Foremost among their critics was Lord Annan, provost of University College. In the university bulletin of December, 1975, he accused the opponents of change of condemning the university to a "Byzantine immobility." They thought what was right for 1925 would be right for eternity, he said, but in times of inflation and no growth a central body was necessary to scrutinize expenditure.

Last month Lord Annan was appointed the first full-time vice-chancellor of London University. His salary is about £26,000 a year.

The position is temporary because the Bill was still going through Parliament at the time of his appointment, and before the four-year term of office is in the statutes the university may have to reappoint temporarily for another year and perhaps another.

Now 61, Lord Annan has been provost of University College since 1966. Before that he was provost of his old college, King's, Cambridge, for 10 years, having got the job at the age of 39. His name is known most widely as chairman of the Government's committee on broadcasting which reported last year.

"Somebody has to be chairman of those bodies which offer advice on how the university budget should be divided," he said last week. "It is true that an institution like the LSE has hardly any relations with the rest of us. But UCL, for instance, very much needs the cooperation of other schools."

"Small schools like Bedford College and Westfield would find great difficulty in operating without any kind of central arrangements. And what of the 12 medical schools? And the 11 multi-faculty schools?"

Lord Annan is quite clear when his first task lies to guide the university towards some new statutes. These will ensure that the academic and financial elements of the university's government are brought much closer together, he says. "After all, they will have to make some irreversible decisions about priorities."

Those who objected to his



Lord Annan: a professional takes over.

appointment will nod their heads knowingly here. They fear the enlarged statute-making powers of the centre will allow the kind of rationalization tempting to bodies like the University Grants Committee and the DES in stringent times. They foresee the size and even the existence of departments being at risk, as well as library provision and the admission of students.

But they should not fear, for the time being, the demise of the famous London external degree, although the growth of the Open University may lead to its being reduced in scale.

Lord Annan does not entirely ally his fears with his next forecast: "The statutes will also have to make clear which responsibilities are to be devolved to the schools and which should remain under the control of Senate House." But one innovation is promised: a much larger representation of teachers on various bodies like the Senate, and a student presence on both the Senate and the Court, the body responsible for finance.

"In the future somebody will be able to get his colleagues to identify certain problems and get them to agree on what should be done about them. All I can do is try to get a consensus."

Lord Annan is aware of the gulf between academics such as Lord James who want to preserve an unassailable elitist rule for universities and others, including not a few public school teachers, most notably Dr Patrick Nott of Leeds—impatient to make universities more like technical colleges.

If he had to do anything so crudely partisan as to line up behind one or the other group, which would it be?

"Well, after all, I have spent all my life in Jamesian institutions," he says, a trifle archly and not without a touch of self-defence. The fact that in the early 1960s he was a most enthusiastic Robbins man.

"We must get away from the old idea that everybody does the same thing. I am sorry the pressure for egalitarianism made the CMAA degree into a three-year one—simply

because that was how the universities were. We need variety."

He took this further in last year's UCL report by calling for "centres of excellence" to be established on the lines of the *grandes écoles* in France.

From this it is no more than logical that he should wish to see a new education Act which would ensure minimum standards in reading, written expression and arithmetic—reactionary views not so long ago, but now entirely fashionable since this Government re-instated them late in 1976.

Anything else old-fashioned from the tailored-for-the-future vice-chancellor of the country's largest university?

"Yes, I am not satisfied with the training of university teachers. The courses these days do not pay enough attention to use of chalk and blackboard."

What of the Government's plan of a review of its recent consultative document, *Higher Education into the 1980s*?

"Quite a pause here. Five different approaches are put forward in the paper for coping with a rise and fall of 80,000 in the student population within the next 20 years, but Lord Annan is careful not to embrace any of them too exclusively as yet."

However he is adamant on one point. "There is certainly no justification for building any more central teaching laboratories. Even in certain fields they are undervalued now."

He would also like to see another unpopular suggestion adopted. "More students must live at home. I have been saying this for years. Everybody likes it for security if you exceed the DES who could do anything but don't. But it would mean a major revolution in method of entry to institutions."

The first full-time vice-chancellor at London is not going to change his few critics and many more critical observers by rushing to the barricades of dogma in his first few months of office. He has a reputation for unobtrusively getting the "feel" of a meeting and steering it away from rupturing discord. Chances must be that such a professional survivor will be re-appointed next time.

Parents told: push l.e.a.s on training

Parents are urged by Mrs Shirley Williams, Education Secretary, to ensure that their children are making the most of the training opportunities available in their first year.

Speaking to 400 parents at the National Confederation of Parent Teacher Associations' annual conference at Nottingham University last Friday, she pointed out that L.E.A.s had increased by 1,000 last year on their expenditure programme agreed with the Government, on which the rate support grant was based.

Mrs Williams also urged parents to inquire whether their local authority had acted on the DES circular on school information issued in the autumn. This lists what parents should be told about schools, and includes such things as telephone numbers, names of the head teacher, and the name of the secretary of the P.T.A. This was particularly important when children were due to transfer from primary to secondary education.

Responsibility for the curriculum was shared by the Government, the L.E.A. and teachers, she said. However, she thought there was room for parental influence at all levels. When L.E.A.s had reported back to her on their curricula, the first time the subject had been surveyed, everyone would have a much better idea of what was actually going on. Parents could then have the opportunity of making their views known.

With the theme of the conference, parents as governors, Mrs Williams said that legislation on the Taylor Report would not be feasible in the current session of parliament. However, L.E.A.s were already free to amend the articles of governance at schools without legislation. She thought it was a mistake to put the onus on parents, who were not represented on

Home build more to the point than politics

by Caroline Hayden

The Government has been wrong in encouraging parents to be more involved in their children's education, Dr Pringle, director of the Children's Bureau, said last week.

Criticizing the recent handbook to the National Youth Clubs and the Youth Council for the Home Office, Dr Pringle said that the handbook was a political document, not a scientific one. He said that the handbook was a political document, not a scientific one.

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Do we hear Eureka? Well maybe...

These days we are all of us so convinced by the belief that discovery should be (and even is) an escapable part of the science curriculum that we tend to suppose that discovery is something that comes out of a tube, like toothpaste.

Few reflections on the subject may therefore be helpful, or at least salutary. I hope I may be forgiven that the high priests of relevance that examples which follow come from the world of physics.

One is the discovery of the tau particle. It is a discovery you can find in any scientific journal that learning how to be a physicist is not a matter of learning the rules of the game, but of learning the art of the hunt.

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of tau, there is 15 per cent chance that one of these will immediately split up to yield particles of nuclear matter.

The reaction to these developments among the physicists has been curious, to say the least of it. The theoreticians have for so long been embarrassed by their failure to explain why there should be two particles of electronic matter, the electron and the muon, that they are inclined to take the putative existence of the tau particles with a shrug of the shoulders: if two, why not three? The experimentalists, and Professor Perl especially, are more cautious, regarding the hypothesis of the third particle of electronic matter as one still to be confirmed up to the hilt—or falsified.

This continuing uncertainty is of course typical of the process of discovery. People think that something they have observed may lead them to the discovery of something tangible and new, and the excitement

thus engendered is a powerful stimulus of the design of searching tests of the predictions. But they cannot be sure that their suspicions are correct without a great deal of patient work. And more often than not their suspicions turn out to be unfounded. But if the hypothesis is correct, the people who first formulated it—who knew the right question to ask—live for the rest of their lives with a warm glow inside them.

Mainly it would be difficult to ensure that the science curriculum gave every student first-hand experience of the uncertainty and then the joy of discovery. The best that can be done is to simulate this process in two ways.

When this works well, the result is exceedingly satisfying. But it cannot be applied to everything that students need to know, and sooner or later uncertainty like that which perplexes Professor Perl at Stanford will be resolved by the teacher if not the student himself. None of this is intended to disparage the "discovery method" for front it. But perhaps we should keep in mind that the discovery method is not discovery.

The second common approach to discovery in the classroom is that of the project. Students set off to apply what they know to circumstances which have not to their knowledge been studied in detail. Their experience is of two kinds—they learn how difficult it is to

make a correspondence between a scientific principle and real life, but with luck they also acquire a more rounded appreciation of the importance of what they know. It is, or should be, an essential part of education in science but, again, project work is not identical with discovery in poor Martin Perl's sense.

So it is a little like training to be a parachutist (or, for that matter, a teacher). You can simulate the sense of discovery but it is not the thing. There is no harm in this, as long as students as well as teachers know what they are about. And it is only proper that they should soften my harsh doctrine a little by saying to themselves that in the real world small discoveries give the same kind of pleasure as the big ones.

And sometimes they are exceedingly near. Did you know, for example, that liquid helium can be ferromagnetic? A few months ago, Dr A. J. Leggett from the University of Sussex predicted that liquid helium made of the uncommon isotope helium-3 would be ferromagnetic, simply because atoms of helium-3 would tend to stick together in pairs, and because in the liquid state these pairs of molecules would line up together like a lot of little magnets. That prediction has now been confirmed by two physicists at San Diego. The little warm glow inside will be widely shared.

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In pursuit of discovery... but reality seldom confirms the dream.

Science diary by John Maddox

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SPECIAL ANNOUNCEMENT

Four hundred more students from Northern Ireland each year enter it for higher education according to Dr W. H. C. G. of the New York City of Ulster. They are mainly in other parts of the world. At the same time the number of qualified school leavers who have fallen to 50 instead of 75 to 85 per cent by the forecast by a Government committee.

No more than 10,000 places will be needed in the early 1980s. In fact 80 per cent of the 1975 had some provision for higher education. In fact 80 per cent of the 1975 had some provision for higher education. In fact 80 per cent of the 1975 had some provision for higher education.

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Give parents right to sue, says head

by Stephen Cohen

In certain circumstances parents should have a right to sue schools for not doing their job properly. Mr David Bagley, headmaster of Bolton School, told the first annual conference of the Secondary Heads' Association last week.

He did not think that schools should be accountable to the state in an absolute or subservient sense, but public accountability was both inevitable and justified, he said. Although there was as yet no system by which the parents of a child who failed to get an O level grade C or a CSE grade 1 in mathematics could sue a teacher or head of school for not doing his job, it was an odd case where this would seem equitable.

Mr Bagley also thought a teachers' professional council with power to strike off the register those who were unfit might give teachers a more impressive image. But when it was a matter of the schools being accountable to the state, it was important that there should be less control and fewer regulations.

Independent school parents could exert pressure by removing their children or refusing to send them. "This is not quite unknown in maintained schools, but it is much less easy and can involve massive confrontations between parents and the machinery of the law."

"On the other hand, if an independent school must inevitably be sensitive to the wishes of its customers, it has the consequent danger of becoming over-sensitive to them, and this is a point at which, interestingly, the maintained school could have a greater degree of freedom."

Miss Joyce Bradbury, headmistress of Thornhill School, Sunderland, said she declined to consider herself accountable to

public opinion which had been influenced by the press and broadcast media. The media had had a field day over the William Tyndale affair, she said, and that was malicious and damaging.

"It is tempting to think that little effort was made to restore public confidence that was sadly undermined by that long drawn out saga by reporting in similar detail on any one of the innumerable primary schools that go quietly and efficiently about their business. And when does the national press ever give good coverage to a comprehensive school that is doing well?"

"There had been a 'picture' of television programmes 'set in comprehensive schools of doubtful prestige', she said. 'This could only have been devised 'by those intent on denigrating the new system'."

Miss Bradbury's decision was that she was accountable first of all to the "provider"—the local authority and the governing body.

"Next, I regard myself as accountable to people in the form of parents, staff and pupils. Parallel with this, I regard myself as accountable to professional opinion which may be offered by Her Majesty's Inspectorate, local authority professional officials and, who knows, eventually to the Assessment of Performance Unit—though I must always reserve the right to hold and defend opinions that are at variance with the official line."

"And while I cannot acknowledge accountability to non-professional people, it is, nevertheless, often useful to listen to such opinion, and rewarding to undertake a certain amount of what may be termed public relations work among those elements that can be loudest and least understanding about what a school seeks to achieve."

Music festival grows bigger—and wider

About 10,000 young musicians are expected to take part in preliminary auditions for this year's National Festival of Music for Young People from 11 preliminary selected centres during May, about 2,500 will be chosen to appear at the three-day festival at the Fairfield Halls, Croydon, from July 14 to 16. Some eight special visits by adjudicators to schools in remoter areas are also planned.

Highlights of the festival, which is sponsored by the Association of Musical Instrument Industries and The Times Educational Supplement and has attracted more entries than ever, will be a concert by the Surrey County Youth Orchestra on the evening of Saturday, July 15, John Lill will be soloist in the Rachmaninov piano concerto no 2, and the concert will include Brahms's Symphony No 4.

Entries are grouped in nine classes according to number, age and type of music represented, but the choice of repertoire, subject only to a time limit of eight to 10 minutes, is entirely free. As a result the three-day programme represents a genuinely comprehensive view of the remarkable range of musical activity to be found in schools at every level, free of the restrictions of test pieces normally experienced in competitive events.

To give tangible recognition to the teachers whose new initiatives in instrumental teaching have brought the festival to its present level of distinction, a conference, "Promoting Youth Music", has been organized by the magazine Music in Education for July 14 in the Fairfield Halls' Ashcroft Theatre. This combination of festival and conference has stimulated interest among music education authorities in England, and the possibility of making it a permanent feature is being considered.

Robin Maconie

Sport



In the swing: Ashington High School, Northumberland, golfer, in their coach.

Poole golfers take Millfield's crown

by Stanley Levinson

Millfield School, easy winners of the 1977 Aor Linnac Schools golf tournament, are out of this year's competition after stumbling in the English final at Foxhills Golf Club, Chertsey, Surrey.

They totalled 251, five strokes behind the winners, Poole Grammar School, Dorset, joint second, on 248, were Salesian High School, Chertsey and Ashington High School, Northumberland, but were well back in the "tie-breaker" by having the better two of the three individual scores.

The tie-breaking system was also needed to determine the best individual round after Graham Thomas (Millfield) and Robert Davies (Salesian Comprehensive School, Shepton Mallet, Somerset) had each returned 78. Davies won with a better last nine holes but Thomas was also given a prize.

So the Poole boys go to Connemara in the Republic of Ireland, for the international final on May 21. The local challenge will come from St. Nicholas' High School, Skibbereen, co Cork, who won the Irish final at Portmarnock with 221 points, way ahead of Blackrock College, Dublin (264) and Bays Grammar School (265).

Tony Sheehy, of the sales school, had the best individual round, 78. Laroc Convent, Ballygan, will once again represent Ireland in the girls' international final. Their two girls at Portmarnock averaged 195 strokes, four less than Mercy Convent, Skibbereen, but Coleraine High School were well back in third place, at 219.

Niamh O'Neill, of Mercy Convent, had the best individual card, 81, in the Welsh Girls' final, held at Vale of Llangollen, Snowdonia, when round in 82, a mile St. Thomas Jones School, Amble, County Down, in victory with a total of 219 strokes.

This was too much for Llanelli Comprehensive School, Carmarthen (198), and Ennis Ar Iwan School, Aberystwyth (200).

All these schools will be just in the Connemara international final by the Scottish champions, boys and girls, the Welsh boys and the English girls, whose final places have been decided this week.

Maureen walks on

Maureen Degiovanni (Surrey), one of the best young race walkers in the country, will be defending her senior title in the English schools walking championships in South Croydon tomorrow.

But, as usual, she will be faced with a strong challenge from the West Midlands team, which dominated last year's championships.

Another Surrey walker who will have a lot of local support is Graham Vale, who will be trying to improve on the second place he gained in the intermediate event in 1977.

About 250 boys and girls are competing in the championships, based on the Monks Hill Sports Centre, covering distances from 2.5km for the under-15 girls to 10km for the senior boys.

Old badminton rivals meet

Henry Cavendish School, Dorking and Upton Hall School, Liverpool are again represented in the English School badminton championships which takes place in Redditch this weekend.

Henry Cavendish, winners of the mixed double three times and the boys' team event twice, will be in the girls' singles this time. Upton Hall will be attempting a last-trick of girls' titles.

This event is for the under-16s. The under-14s have had a final at Upton Hall where they just beat St. Paul's, who they just beat at Upton Hall. The under-13s have had a final at Upton Hall where they just beat St. Paul's, who they just beat at Upton Hall. The under-12s have had a final at Upton Hall where they just beat St. Paul's, who they just beat at Upton Hall.

293 in table tennis finals

A record 293 young table tennis players will be competing tomorrow in the national schools finals at Luton. But the quality will also be high. Most of the country's top juniors and cadets (under-14s) are taking part.

Graham Sandley (St. Mary's Comprehensive School, Chesham, Hertfordshire) is the third-ranked player and Malcolm Green (Shrewsbury Technical College) is fourth. Appropriately they are seeded to contest the under-19 final at Luton. Last year Sandley was under-16 runner-up.

Angela Tierney, second-ranked as junior and fourth in the senior girls' race for the under-19 title. Miss Tierney (Langlands College of Physical Education, Middlesbrough), who won the schools' under-16 final last year, is seeded to meet Mandy Smith (Newbury School, Newbury) in the under-19 final.

Miss Smith is fourth on the junior list and fourteenth on the senior list. Alison Gordon (Walsingham School, Reading), third junior and fourth senior, is expected to contest the under-16 final with Sandley. The fifth-ranked junior, John Souter (Sladebrook School, London) is England's best under-13 even though he last year won the under-13 event but moves into the will be competing this time, where he will be opposed by David Barr (St. Bartholomew's School, Newbury), the fifth-ranked junior.

Additional incentives for young competitors are selection for the International tournament against Ireland, Scotland, Wales and France for the first time.

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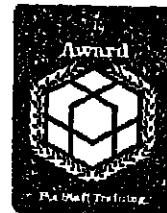
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If you have responsibility for advising youngsters on a career in distribution make sure they go for gold.



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Republic of Ireland

Union gets pledge on funds for 600 recruits

from John Walshe

DUBLIN Education Minister Mr John Wilson promised delegates at the annual congress of the Irish National Teachers' Organisation (INTO) this month that 600 extra teachers would be taken on this year.

Large classes were again the dominant theme at the congress, the union's 110th.

Mr Wilson's promise went some way towards mollifying delegates. He also reiterated the government's pledge to bring the maximum class size to 40 as soon as possible and eventually to 32.

Official figures show that in September, 1975, there were 48,972 pupils in classes of 45 and over; 358,517 in classes with between 30 and 44 pupils; 107,459 in classes with between 15 and 29; and 3,073 in classes with fewer than 15 pupils.

Schools in the bigger cities, especially Dublin, are generally worst off. The average number of pupils in each class in Dublin primary schools in September, 1976, was 37. There were six classes with more than 50 pupils.

The government's pledge to reduce class sizes will involve substantial investment and some agonizing choices will have to be made.

The output from the teacher training colleges has been increasing each year but so has the school population. A recent OECD survey showed that Ireland was one of only three member states where the birth rate is continuing to rise.

The Education Ministry predicts a 5 per cent increase in primary school population from 516,000 in the 1976-77 academic year to 563,000 by 1981-82.

Another set of projections shows how much it would cost to meet the government target of 40 a class; 1,600 more teachers at an annual cost of £7,500,000 (calculated before the recently agreed 8 per cent pay rise, TIES March 3), and a capital cost of £19,000,000 for extra accommodation and equipment.

Large primary school classes were one of the more important issues in last year's general election, much to the satisfaction of the INTO which had been campaigning on this question for years.

At the congress, outgoing president Mr Brendan Scannell acknowledged that the present minister was anxious to try hard to bring in change. He stressed that teachers' fuel that short-term measures are not the solution.

A second major theme at the congress in Tralee—one that will not involve massive sums of money—is the problem of pupil transition from primary to second-level schools.

The child who has become accustomed to one teacher most of the time can sometimes have difficulty in adjusting to dealing with

up to 10 or 12 subject teachers. This year's INTO congress saw the retirement of general secretary Mr Sean Brosnan, who has dominated the 20,000-member union for three decades, the retirement of its equally powerful treasurer, Mr Matt Griffin, and the first election in 30 years for the presidency.

Traditionally the outgoing vice-president is returned unopposed to the presidency but this year Dublin teacher Mrs Fiona Poole stood for election and won by a handsome majority. Although two thirds of the INTO are women the union has had only six women presidents.

At the Association of Secondary Teachers, Ireland (ASTI) annual convention in Sligo, school closures and redundancies (TES March 24) were the main talking points.

The Minister expressed concern about school closures and had some



Mr Wilson: concerned.

harsh words to say about religious orders who announced their intention of closing without first informing him. He said he would try and ensure that redundant teachers were placed in other schools.

The ASTI, which has 7,000 members, is expected to hold a special convention later this year to thrash out the question more fully and see what action it can take to prevent redundancies.

The Teachers' Union of Ireland (TUI) also held its annual congress the week after Easter. One of the main topics was the future of community schools (TES March 17). They warned the Minister about giving in to demands from religious orders who want reserved places on the teaching staffs before they join any more community schools.

West Germany Supply meets demand for training

by David Dungworth

The decline in the number of training places available in West Germany has been reversed and, roughly speaking, the number of places is now the same as in 1977.

In 1977, 584,327 training places were available for 585,900 people who applied for them, the Federal Institute for Vocational Education's training report, 1978.

But these figures conceal variations between different branches of industry. There is a surplus of industry training in the building and allied trades but employment exchange recorded a shortage of about 20,000 training places in commerce administration.

Last year employers were able to expand the supply of training places in all professional fields, except apprenticeships, by 16.3 per cent, in industry and commerce 12 per cent, in the public sector 8.3 per cent and in agriculture 2.3 per cent.

Although the total of 89,000 training places in 1977 fell by 100,000 from the 1976 figure, the 100,000 places were made up of 100,000 places in the public sector and 100,000 in the private sector.

The Promotion of Training Places Act of 1976 gives the government power to set up a central fund to which all businesses with more than 20 workers must contribute 0.25 per cent of their gross wage bill if the supply of training places in the previous year did not exceed demand by at least 25 per cent.

The money raised would be used to refund part of the cost of training by firms training apprentices.

The government regards the employers' achievement in providing 89,000 new places as a sign of economic growth and is prepared to rely on their plans to maintain the improvement rather than antagonize them by imposing an additional burden.

During 1978, the report estimates, about 630,000 teenagers will be seeking opportunities for vocational training, 7.7 per cent more than in 1977. Of these 517,000 will be in secondary school leavers and 113,000 in school or technical school.

The other 21,000 will be former school sixth formers or pupils of senior technical schools who wish to go on to universities or colleges of advanced vocational education.

Carter's shake-up plan sparks wave of controversy

Wide-ranging proposals to reorganize American education administration could lead to a 'European-style Ministry of Education', Clive Cookson, North America correspondent, reports

The fighting over "political turf" in the education field, which started in the 1976 presidential election campaign with a Jimmy Carter promise to create a separate Department of Education, has come into the open at last.

Mr Carter has now told Congress what he wants to do in the new Cabinet-level department, and the lobbyists and special interest groups are transferring their attention from the presidential staff—the "Reorganization Task Force"—to the senators and congressmen who will decide the fate of the White House plans.

The President decided the final shape of his proposals only hours before his Management and Budget Director, James McIntyre, presented them to the Senate Governmental Affairs Committee. They contain no real surprises.

The new department, as envisaged by Mr Carter, will be dominated by the 130 programmes that currently make up the education division of the Department of Health, Education and Welfare, of which the two biggest are helping



Dr Boyer: new job?

disadvantaged children and providing student financial aid.

In addition it would include the Head Start project, also transferred from HEW, which provides health, nutritional and social services as well as nursery education for disadvantaged pre-school children, the Agriculture Department's school lunch and breakfast and nutritional education programmes, the overseas schools run by the Defence Department, the schools and educational programmes of the Bureau of Indian Affairs, the college housing programme of the Department of Housing and Urban Development and non-science education activities of the National Science Foundation.

But although the purpose of giving education its own department is to give it "greater visibility" in the federal government and to bring together the many educational programmes presently scattered round the government, the Carter administration has been left out of the Carter proposals, because it would be difficult, politically to prise them away from their present owners.

These education programmes for states, veterans on which the United States spends \$2,600m a year, will not be included in the Department of Education, because the extremely powerful veterans lobby insisted that they should stay with the Veterans Administration.

Other possible candidates for the new department that President Carter decided not to include are: the Department of Labour's training and youth employment programmes, the national endowments for the arts and the humanities, and the National Science

Foundation, public broadcasting, the Smithsonian Institution, and the Department of Justice's juvenile delinquency programme.

These omissions improve the chances of Congress approving the reorganization. If the administration had proposed a more broadly based Department of Education and Human Development including the Labour Department's huge training and youth programmes, as Mr Carter was said to have favoured originally, it might have been killed by a union lobby anxious to preserve the Labour Department (with which it has cosy relations) intact.

But even the limited proposals that actually emerged from the White House have provoked cries of outrage. Using typically hyperbolic language, Marion Wright Edelman, director of the Children's Defence Fund called the inclusion of Head Start a betrayal of poor and minority children throughout the country, and leaders of other community action, black and urban groups feel the same way.

Military personnel and parents are protesting about the transfer of Defence Department schools. Scientists are lobbying against the National Science Foundation's loss of its education programmes. Nutritionists are worried about the fate of the Agriculture Department's school meals and so on.

There is also opposition from many quarters to the whole idea of creating a Cabinet Department

of Education in a country where education is the constitutional responsibility of the states and local school districts and not of the federal government.

Some from the new department might develop into what is distasteful to a European-style Ministry of Education, controlling curricula in the nation's elementary and secondary schools.

The official national, as opposed to state, objectives in education are "the extension of knowledge, equal access to education for all Americans, and special educational services for the handicapped and disadvantaged". At the elementary and secondary level, the federal programmes to help poor and disadvantaged children are actually implemented by the state and local education agencies with HEW grants.

The half-million strong American Federation of Teachers, the smaller of the United States' two big teacher unions, has consistently opposed the idea of giving education a department of its own because "it would detract from the central need of increased financial support by breaking the alliance between labour, welfare and education forces, and it would isolate education from other human resource activities of the government such as welfare and day-care."

Cynics sometimes attribute the AFT's attitude to the enthusiasm with which the rival National Edu-



President Carter: no surprises.

cation Association (1,900,000 members) has pressed President Carter to create the department. But it is not only the AFT that fears the NEA may have too much influence within the new set-up. What are the chances of Congress approving President Carter's reorganization? Success seems virtually certain in the Senate, more than half of whose hundred mem-

bers have sponsored a bill to set up a Department of Education, introduced by Senator Abraham Ribicoff last year and very similar in scope to Mr Carter's proposals.

But the House of Representatives appears much less enthusiastic and the administration may have to apply a lot of pressure to ensure passage of the bill.

If all goes well, the United States will get a Department of Education with an annual budget of \$17,500m—more than that of seven of the 12 existing government departments.

Three-quarters of this sum represents programmes transferred from HEW. The residual Department of Health and Welfare will be left with a huge budget, consisting largely of social security and medical care benefits, over which it can have little policy control.

Not surprisingly, HEW Secretary Joseph Califano fought hard to persuade President Carter not to split his department. Having lost the argument, he said loyalty that he would support the President's proposals.

Dr Ernest Boyer, who, as United States Commissioner of Education, heads the Office of Education within HEW, and Dr Mary Berry, the assistant secretary for education in HEW, have both kept their heads down during the reorganization controversy. Each is said to want the new job of Education Secretary.

In service education for teachers.

The courses in this section are specifically produced for teachers and others professionally concerned with education. They begin in the classroom exploring the tasks and problems which face teachers and drawing on theory where it illuminates practice. Thus the work for each course is school focussed with assignments based in each student's own classroom and concentrating on their learners.

Each of the five courses outlined below is already available in the 1979 programme. There are also two important courses which will first appear in 1980 and 1981 respectively.

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individual development—Action research projects. Again a systematic application of theory to practice, this time in monitoring individual children and helping them to develop all-round competence as readers.

This course will also give the student experience in other extended professional roles.

Technology for teachers is designed to help practising teachers communicate an understanding of technology to their pupils.

The course considers the problems of introducing the subject into the curriculum, discusses teaching methods and the resources available for school use.



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France

'Police file' plan scrapped

by John Gretton

French Education Minister M. René Haby has dropped his plans for a standard report file, one of the key elements of his reform package.

This means that French children will not, after all, be followed through their school careers—and away by 25 files covering every aspect of their scholastic, family, medical, psychological and, where appropriate, delinquent history.

M. Haby told a press conference: "I am quite ready to give it up. The children's interests should be seen as an attempt to create a police file."

The idea was to give teachers more information about the child. It was thought that a file would be particularly useful for transition from primary to secondary school.

Primary schools have always handed on reports to secondary schools, but these varied considerably. Secondary schools have always kept scholastic records—the *baccalauréat* file—but these are really only concerned with exam performance.

In trying to improve on this, French bureaucracy was wild. The

file was to accompany the child from nursery school to school-leaving. The part relating to family had to be filled in by the parents and signed by them.

The file was to be available to anybody officially concerned with the child's welfare, and parents if they made a formal request. It was originally to have been kept for five years after the child left school (later reduced to two), and was to have been available to prospective employers.

Strongest opposition came from social workers, family associations and others directly concerned with disadvantaged children. Françoise Villiers, of the *Confédération Syndicale des Familles* said: "There is nothing in this file that can ever increase opportunities for a child in difficulty; in fact, it will only accentuate social segregation."

Teachers were more muted in their opposition. But those who stand to lose most are probably the jobbing printers. They had been our leading best-selling printers, producing the file in individual schools. Few had actually placed any orders.

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KESTREL BOOKS

LETTERS

Poor alternative to privilege

Sir.—There was recently in the columns of our local press (*Bristol Evening Post*) a correspondence about independent schools with, inevitably, on one side accusations of buying privilege and, on the other, assertions of self-sacrifice and freedom of choice.

There was predictably no discussion of that part of the independent sector labelled "progressive", "free" or "alternative" where any fee-paying parent is not buying any "privilege" as that word is conventionally used. (On the contrary, such schools have to overcome the prejudice that they are places where the children do what they like, as if that were inevitably destructive, and where the children do not have to learn anything, as if compulsion were essential to learning.) Nor was there any discussion of the value of alternative schools as experiments which could provide ideas and experience of use to state schools.

Nevertheless those of us in the "alternative school" ambit are part of the private sector and the question of financing, and privilege of whatever sort, is crucial. It presently costs on average £304 to educate a child in a state primary school and £459 in a state secondary school. (These estimates, prepared by the Chartered Institute of Public Finance and Accountancy, cover only costs at the schools, i.e. salaries (75

per cent of the cost), supplies and services, maintenance and running costs.)

It presently costs £750 per annum (this covers all costs, the substantial part of which is the building cost) to educate a child at Durdham Park School, an urban day "progressive" school in Bristol. If the school were self-supporting and charged fees to cover its costs then the school would be "exclusive", open only to the relatively well-off and hence to the charge of being "privileged".

The fees have been £250 per annum or less and the costs have been subsidised from trust fund sources. However, the charge remains that the children are still being bought "privilege", if indeed.

Durdham Park School's trust fund sources have been, or being, reduced, and will eventually disappear. This has in the past year led us to face up to the true dilemma of alternative education—how to be self-supporting without being "exclusive" (at least holding the fees-cost level below that of state schools) and at the same time to be efficient and experimental. The answer to the dilemma lies in the concept of the "poor" school developed in part by Colin Ward (Education Officer of the Town and Country Planning Association) and

based on:

- 1) Teacher-parent child self-help (in school maintenance, school government, resource provision, support services and teaching);
- 2) Maximum utilization of community resources (sport-recreation, libraries, museums, field study centres, workshops, even the street);
- 3) Teachers whose functions are:

- (a) to develop the child's basic skills in literacy and numeracy;
- (b) to organize and lead teams of parents—part-time staff volunteers; and
- (c) to encourage children to be self-directing, self-organizing and independent in their learning.

A redefinition of and limitation on "schooling" is expected or required to achieve and to emphasize on education.

A minimal school building. Durdham Park School will close this summer. Hopefully a new school will arise—a "poor" school but one which is genuinely progressive and an alternative, and effective in encouraging "education" not "schooling". We are currently seeking that minimal school building to be the base for our operation as a school without walls.

BILL SHAW, Headmaster, Durdham Park School, Bristol.

Bad awards for business

Sir.—It is felt timely to bring to your notice the substance of protests which have been made to the Business Education Council concerning the implications of their proposals for the distributive trade.

The publication by BEC of documents on the three levels of award has confirmed the view that little, if any, regard has been paid to protests from the trade or to serious concern expressed by colleges which have been centres of strength in distributive education.

The requirement of a credit pass at General level as a qualification for entry to National level studies is likely to be beyond the capacity of many distributive employees. The impact of entry requirements upon colleges is such that the number of students at levels above General level is likely to be very small indeed and there is already evidence of colleges abandoning distributive trade courses altogether.

The substitution of a Higher National Award for the Certificate in Distributive Management Principles will be of interest only to those elected on a two-college recruitment basis, i.e. colleges destined for management positions,

who are already in possession of the requisite educational qualifications. The absence of an award at the old CIMP level, and a route to it through the NDC means that the traditional ladder from the shop floor to management positions is being effectively blocked.

While the trade has hitherto enjoyed the advantages of a uniform standard of attainment throughout the country the position is in future that, while there will be a national examination at General level at both National and Higher National levels, awards are to be the subject of internal assessment and moderation.

The waste of manpower implicit in a situation in which each college sets an examination paper in each subject is incredible against the background of previous arrangements in conjunction with the City and Guilds of London Institute where for each subject a single examination paper was moderated nationally and contained every student in the country.

L. C. FOX, Assistant Chief Education Officer, Cooperative Union Ltd, Loughborough, Leicestershire.



When the loophole closes

Sir.—In your leader of March 17 about Section 37 you wrote: "As cases like *Smur Valley* multiply—and there are others in the pipeline—the loophole becomes a better known. All the chances must be that next September it will be more widely used."

I agree, but it may be useful if I explain why, if the school of the parent's choice is a voluntary school, the loophole may not be there.

By Section 17 of the 1944 Act every voluntary secondary school must be conducted in accordance with articles of government made by an order of the Secretary of State. These articles must specify the functions to be exercised by the L.E.A., the governors, and the head teacher respectively. These articles have the force of law and can only be varied by the Secretary of State or by some other provision of the Act.

A very great many voluntary secondary schools have articles of government which make it a function of the governors to control the school in carrying out that function they must not act unreasonably, and may have to act in accordance with arrangements agreed with the L.E.A.

How is this set up affected by Section 37, if at all? In appropriate circumstances the section empowers an L.E.A. to serve an order on a school requiring it to cause a child to become a registered pupil at a school named in the order. The section does not say an order that the school governors should refuse to admit the child. Having defined what a school is, the section goes on to specify the powers of the L.E.A. in serving the order. Initially the L.E.A. proposes

Not so barmy use of funds

Sir.—The *Times Educational Supplement* grossly misrepresents the nature and role of the British Youth Council in its front page editorial on April 21, seriously calling into question the thoroughness with which its articles are researched.

The BYC is a democratic youth people's organization, and is merely a collection of individuals, whose financial backing by the Department of Education and Science is an acknowledgement of its wide educational and representative role.

It is council—a unique national forum—consists of young people drawn from 41 primary, non-party political, national youth organizations. These have joined together to develop creative policies and constructive activity on matters of paramount concern to young people in Britain, notably education, training and anti-racism. A number of your readers will know of our major report on youth unemployment published last year.

In extending its range of a national appeal, it is intent on enabling young people to acquire the factual knowledge relating to their conditions and interests and, equally, to improve the skills and access to the policy-making.

You may call this a compulsory youth, or an exercise in education or youth education. If this is such a barmy use of funds, I would like to know where the priorities of the rest and how you see more people becoming engaged in civic activity. One way is to be helped is by new people fairly knocking young people out of organizations and their initiatives.

PELIER MANDELSON, British Youth Council, 57 Chilton Street, London NW1.

Teacher, monitor thyself

Sir.—I hope you will give me space to respond to your crude account ("Abolish HMI's call", April 14) of the paper I read in the "Accountability Section" or the Association for the Study of Curriculum conference in Brighton. I did not say that "HMI's should be abolished".

In my paper I attempted to outline a model of public accountability which reconciled the public's "right to know" with the professional autonomy of teachers and the development of accounting procedures by teachers themselves at the individual school, local authority, and national levels. I couldn't see how this could be done properly without establishing a teachers' council. However, I acknowledged the need for external checks on teachers' accounts of their practice at each level, but argued that such external audits should be conducted by independent agencies who had the trust of both the public and the teaching profession.

At national and local inspectorate are not independent agencies in as much as they primarily represent the interests of central and local government respectively. This is why I argued that within a new kind of accountability, where teachers accepted a professional responsibility to self-monitor their practice at the school, local and national levels, and to subject and monitor to independent audit, the local and national inspectorate could be abolished.

We are a long way from establishing the kind of accountability I argued for. The first step is strengthening self-evaluation potential amongst teachers and abolishing the inspectorate. In the crude forms of accountability now emerging the inspectorate can act as some kind of buffer between the teaching profession and those who want to "pull them to size". I have nothing but sympathy for those inspectors who maintain their present role between facing the professional development of teachers and providing parents with access to information about educational practice.

JOHN FLETCHER, Tutor in Curriculum Studies, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

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When the loophole closes

Sir.—In your leader of March 17 about Section 37 you wrote: "As cases like *Smur Valley* multiply—and there are others in the pipeline—the loophole becomes a better known. All the chances must be that next September it will be more widely used."

I agree, but it may be useful if I explain why, if the school of the parent's choice is a voluntary school, the loophole may not be there.

By Section 17 of the 1944 Act every voluntary secondary school must be conducted in accordance with articles of government made by an order of the Secretary of State. These articles must specify the functions to be exercised by the L.E.A., the governors, and the head teacher respectively. These articles have the force of law and can only be varied by the Secretary of State or by some other provision of the Act.

A very great many voluntary secondary schools have articles of government which make it a function of the governors to control the school in carrying out that function they must not act unreasonably, and may have to act in accordance with arrangements agreed with the L.E.A.

How is this set up affected by Section 37, if at all? In appropriate circumstances the section empowers an L.E.A. to serve an order on a school requiring it to cause a child to become a registered pupil at a school named in the order. The section does not say an order that the school governors should refuse to admit the child. Having defined what a school is, the section goes on to specify the powers of the L.E.A. in serving the order. Initially the L.E.A. proposes

LETTERS

Integration an impractical dream

Sir.—Having read a number of your recent articles on the integration of handicapped children, including the editorially severely subnormal, I would like to add the following comments.

While some children with some handicaps may, indeed, be successfully integrated (i.e. a partially hearing child with a suitable hearing aid, sitting at the front of the class), most articles on this subject are not, in fact, advocating true integration. They are talking about education in small units coexisting on the same site as a "normal" school. This is not integration, and were children to be "integrated" in this way by reason of colour or religion, no one would be fooled into accepting it as such. I therefore feel that integration is a misleading and emotive word which should honestly be replaced by the word "integration".

There is a danger in accepting as proof of workability reports of experiments in integration (unitization), but it must be remembered these experiments have been carried out in conditions where the participants were aware of the difficulties, motivated to the task, and experienced success, and where there was a nucleus of understanding, acceptance, and goodwill.

Because it is our job, and we think it is our duty, we go into a pool with doubly innocent children, and we are not, shall I say, necessarily displaying at times, the water is highly chlorinated to combat infection and has most unpleasant effects upon one's skin.

How would the "host" school feel about sharing its swimming pool with such children? Would integration include the use of the pool by all children?

At the moment, capitation money allocated to a special school is spent on the handicapped children within that school. This means that expensive pieces of equipment can be acquired and used by any teacher in the school. It would not be a viable proposition to provide such equipment for each separated unit. A central resources store in another town is utterly useless for equipment which is needed for a short period each day. A "unitized" teacher would be totally dependent upon the sense of priorities of the head of the "host" school. We fear that faced with economic stringencies the needs of the handicapped group may fall low on that list of priorities. We do not want to return to the "one ball, 10 bands and a biscuit tin" equipment list that it has taken us 20 years to put right!

J. M. TREBLOCK, Deputy Head, Sandhill Park Hospital School, Bishops Lydeard, Taunton, Somerset.

It is also worth noting that the Bromley experiment has been limited to children up to the age of eight. This is important because young mentally handicapped children are much more readily accepted than their older counterparts. A slow developer aged seven cannot be more than seven years behind his classmates, incontinence is still just acceptable, and a temper tantrum is usually containable. "Socially unacceptable" behaviour at eight can have developed into something entirely different by 16.

A special school should mean special education. We believe that we do provide just that. With a ratio of 31 to one (including an auxiliary in each room) we certainly have time to devise teaching programmes for each child.

The ESN (5) schools in Somerset have their own swimming pools, woodwork and cookery facilities and sports areas suitably designed for the children's needs. Our school, situated in the grounds of a Sub-normality Hospital, has the use of a hospital swimming pool in which the water is kept at 75°F and is of suitable depth.

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J. M. TREBLOCK, Deputy Head, Sandhill Park Hospital School, Bishops Lydeard, Taunton, Somerset.

Warnock: premature protests

Sir.—The 13 signatures to the Warnock letter to the House of Commons (all the disabled don't need it, March 17) may prefer the conclusions on integration reached by a London University Institute of Education group to those of Warnock. It is understandable, though undesirable, that it is unreasonably to expect your readers also to make up their minds on what the public have not yet had a chance to read. That way lies prejudice.

Those working in special schools are making daily decisions about individual children, not about something called integration.

Since the TES has not published a reply from those at a comparable level with (and so far from the schools as) the 13, who include a distinguished former Minister of Education, may workers in the field straighten their backs and answer those on the high road?

To speak of Warnock's subversion of policy is to introduce inversion of fact. What is Warnock if it is not the democratic system in action? Do articles and letters to the editor take precedence over a careful and systematic collection, sifting and weighing of evidence by a Government-appointed committee?

And how did Section 10 come about by a small group of unrepresentative members of the House of Lords subverting the "prolonged

debate at national level"—i.e. Warnock? The "debate" (all the disabled don't need it, March 17) House of Lords lasted less than an hour. There was neither speech nor vote in the House of Commons.

Miss Margaret Jackson, Under-Secretary of State for Education is reported to have used the phrase "depressing and cynical" of the reaction to Section 10 by special educationists. Oddly enough, Miss Jackson on 1 July, 1976 had played an important role in curbing the zeal of integrationists who that day were all set to making special schools illegal. It could be true that special educationists find depressing the cynical disregard of the democratic process whereby the educational mainstream lobby told their way a few months later by means of a political muddy creek.

To urge that "Section 10 be activated without further delay" is not only simplistic and short-sighted, it is also undemocratic, impracticable and irresponsible. What could be more calculated to set back all that we know to be good for handicapped children than is summed up in the word "integration"?

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Senior on the pay slide

Sir.—In your issue of March 10 you draw attention to the fact that the pay of senior staff in education authorities had dropped behind that of teachers. As one of the people affected I would like to draw attention to what has happened in my own case.

With a good honours degree and a postgraduate certificate in education I entered the teaching profession in 1951. After teaching in three schools, I considered in 1963 what the next stage should be. I limited prospects. The best avenue seemed that of an education officer because the financial ladder reached much higher than that of a head teacher. I was successful in getting a job as education officer, found the work interesting, and have since moved up the promotional ladder in educational administration. In April, 1974, being offered the post of deputy chief education officer in a metropolitan borough. By this time I had progressed from head of department level (scale 3) in a school (1963) to a salary higher than any head teacher in the country.

As I had a responsibility for organizing a major area of work for 130 schools and administering a service by discussion, planning and general supervision through the headteachers in these schools it did not seem to me inappropriate that I was being paid a higher salary than they were.

Then came the Houghton report which gave money to teachers but not to education officers. Why an educational administrator who organizes between six and 100 staff in one school should get a special enhancement for his educational responsibilities, and an educational administrator who is responsible for organizing 2,500 in 130 schools should not, I do not know.

Shortly after Houghton came the Soudbury review which recommended that advisers should receive the same award as teachers. An adviser is responsible for giving educational advice but has no management or administrative responsibility. An Education Officer has a greater responsibility than an adviser.

The senior adviser in the authority where I worked earned £290 per annum less than I did when we were appointed. After Houghton, he earned more. My department over a member in the £2,500 per annum was in a flat. Yet no one seemed to think this strange. What would the NAS or the NUT have said if it had been decided to pay a senior teacher or head of department in a school more than the deputy head?

P. J. BLACKMORE, Deputy chief education officer, St. Oliver Hill Drive, Rochdale.

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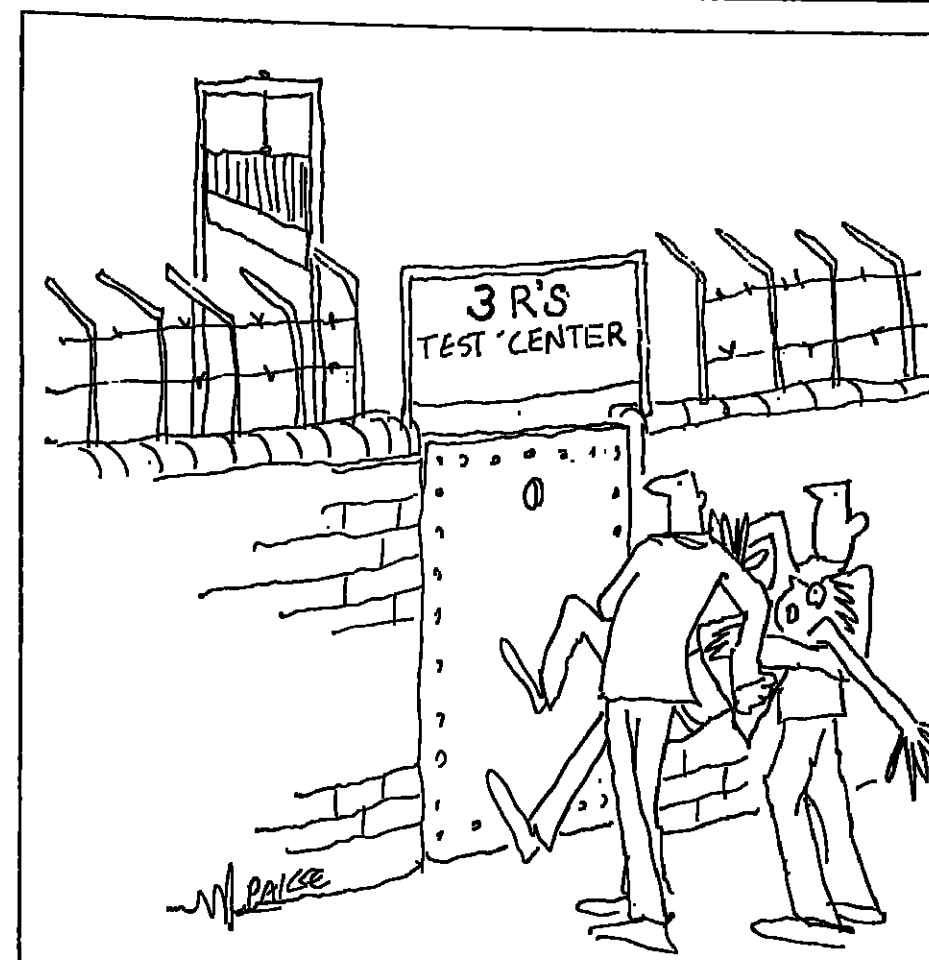
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FOR HEADS OF DEPARTMENTS

When relevance is a dirty word

What effect is the 'back to basics' movement having on American teachers and schools? Are the media and the politicians taking the public for a ride? Vincent Rogers reports on the controversies surrounding such issues as standards, testing and accountability



If we are to believe the messages transmitted to us by American television, magazines and newspapers, Johnny cannot read, write or compute. (Neither can Mary, although she does a little better than Johnny.)

Furthermore, Johnny is undisciplined, irresponsible and self-indulgent, a sloppy dresser, unwashed, impolite, less than 100 per cent loyal to God and country, of questionable morality, and is surely functioning far less efficiently and effectively than his parents or grandparents were at comparable stages in their lives.

I have in front of me the "back to school" issue of one of our local newspapers. It includes articles on new, stricter dress codes for high school students in one school system, the revision of the reading programme to emphasise phonetic methods in another, the establishment of a new, religiously and educationally fundamentalist alternative elementary school in still another town, and the adoption of new (old) report cards featuring letter grades (A, B, C, D, F) in another local school district.

Other article titles are: "Doors Close on Open Campus", "Reading Skills to be Stressed", "Demands on Students will be Increased", "New Arithmetic Texts to Emphasise Basic Skills" and "Pre-School Screening Program to begin this Fall".

The education dialogue of 1978 is vastly different to that of 1968. The mass media—including our most prestigious newspapers and magazines and all our major television networks—eagerly produce a stream of stories which would seem to document the "failure" of American education. This material is eagerly consumed by a public convinced the schools are to blame for much of what ails us.

The catalyst for this dramatic shift in attitude has been the steady decline in Scholastic Aptitude Test (SAT) scores during the past decade. These are national college admission tests taken by most college-bound American high school seniors during their junior and/or senior years. Its causes and its practical relevance are being hotly debated by educationists in schools and colleges. Meanwhile, media and public tend to accept them as evidence that schools are failing.

In addition to the SAT score decline, the business community is concerned about either real or imagined inadequacies found in recent high school and college graduates as they perform their duties. "They cannot spell or write a simple sentence", one hears over and over again. The same complaint is heard from college and university teachers.

"American blacks, Hispanics and other minorities, whose unemployment rates

are double and triple those of whites, also blame the schools for their lack of employability.

Yet, while SAT scores have declined, other, broader indices show no decline at all—and in some cases, show improvement. This data has been consistently ignored by the media, who seem convinced that nothing succeeds (or sells) like failure.

For example, primary school (ages 5 to 8) achievement test scores have improved during the past 10 years. The National Assessment of Education Progress (NAEP) data indicates that today's children are reading as well as or better than their parents, and that the reading ability of nine-year-olds has increased significantly during a four-year testing period. The NAEP also reports improving reading performance for eleventh and twelfth graders; while the American College Testing Program reports no decline in national science scores of college-bound seniors.

While the SAT score decline might be explained in a number of ways—the tests have become harder, the test-takers are different, the society is different, the society has changed the test-takers, etc.—critics of the schools tend to ignore these explanations, and conclude simply that the schools are ineffective.

Test score performances and "3 Rs" achievement are not the only concerns of the "back to basic" critics, however. This new movement is associated with a number of other concerns—some of them distinctly non-academic. Hence the demand for stricter discipline in schools, for flag-waving patriotism, for faith in a fundamentalist God, and a return to "old-fashioned" morality.

In addition, the "back to basic" believers want an emphasis on the academic disciplines, and an end to "relevant" (now an educationally dirty word) courses dealing with topics such as photography or science fiction. Teachers should dominate the classrooms, and old-fashioned drill and recitation should become the major teaching techniques.

Perhaps the single, most important result of the controversy has been the demand for tests of minimal competency for students on various rungs of the educational ladder. More and more American high schools are requiring students to pass proficiency tests in reading, writing and computation, before graduation.

In Salem, Oregon, for example, high school graduation depends upon completing all of 35 "competency performance indicators" (CPIs). Students must be able to: Read a 200-word article and answer questions... Read and state three conditions of an apartment rental agreement... Cite advantages and disadvantages of various credit plans...

ably coherent, well-organized letter of application for a job when they believe they are applying for a real job. These same children perform at a much lower level when asked to write such a letter as part of an obviously artificial test.

Educators also quarrel about whether or not scores of 50 per cent, 80 per cent, or 100 per cent constitute achievement of minimal competency, as well as about a number of other issues.

If all these problems can be resolved, educators are still faced with the dilemma of what to do with those children who, for whatever reason, simply cannot pass such tests. Will they stay in school year after year, trying to pass tests until they reach leaving age? While in school, will their "curriculum" consist largely of test-item drill?

The effect of all this activity is difficult to assess. There is no doubt that educators are facing an aroused public. Politicians at local, state and national levels have been quick to recognize the millage to be gained and have jumped aboard the bandwagon in large numbers.

One obvious effect has been the reluctance of taxpayers to pass school budgets on special bond issues. Some school districts (Toledo, Ohio, for example) have been forced to close down for weeks, because money simply ran out—and the voters refused to approve a new budget. Proposals for new buildings have been soundly defeated by local voters in all parts of the country. Indeed, it is news when such a bond issue is passed.

Most observers would agree there has been a general tightening up of the curriculum. Non "3 Rs" subjects—art and music, for example—are given less and less support, and in some places, art and music teachers have been asked to help teach reading, writing and arithmetic. Many non-essential elective courses are being weeded out of the high school curriculum. Courses that are controversial—those dealing with areas such as sex education or "values clarification"—are particularly vulnerable, since they are associated with the "liberalism" and "permissiveness" of the 1960s, a time that many Americans would like to put safely behind them.

One of the most widely acclaimed courses ever developed—"Man, A Course of Study" (MACOS)—is an excellent case in point. It was developed in the mid-1960s under the leadership of impeccably credentialed scholars such as psychologist Jerome Bruner and anthropologists Irvon DeVore and Asen Balikci. It evolved as a course for upper elementary school children, emphasizing the study of human behaviour.

The course consists of a great variety of materials, including games, records, charts, a diversity of written materials, and an extensive library of ethnographic films. Through a series of animal studies (salmon, herring gulls and baboons), children learn something of the uniqueness of human behaviour by contrasting it with the behaviour of animals. Finally, children examine a culture very different from their own—the Arctic Netsilik Eskimos of Pelly Bay, Canada.

MACOS is used in 1,700 schools in 47 states, as well as in several foreign countries. It is being attacked in the American press by syndicated columnists such as James J. Kilpatrick, and by a number of influential Congressmen. They charge it with teaching cannibalism, incest, murder, revenge, robbery, and that deadliest of all sins, "un-Americanism". Perhaps this controversy illustrates as well as anything the changing mood—the fears and discontent—that permeate so much of American life.

In addition, there are attacks on teacher tenure, calls for a return to corporal punishment (supported by a decision of the Supreme Court which upheld the constitutionality of such punishment) and the establishment of super-conservative, fundamentalist, alternative schools.

President Carter has put himself solidly behind the back-to-basics movement, and those companies that produce tests for American children are delighted.

So there is a dramatic contrast between the educational rhetoric of 1968 and 1978 in America. The extent to which it effects the practice of classroom teachers, and the effects of such practice on children, remains to be seen.

Vincent Rogers is professor of education, University of Connecticut.

Chameleons in the community

Home visiting is clearly here to stay.

More and more authorities are trying it out as a way of bringing

home and school closer together. Yet it's an idea

that embraces a wide variety of approaches, styles and attitudes.

Caroline Haydon reports on three of the early

pioneering projects in Birmingham, Liverpool and Leicester.

Most people have heard of home visitors, even if they are not always sure what they do, beyond what might reasonably be expected from their title. Are they professionals, or volunteers? Are they employed by a local authority or funded elsewhere? Is an educational home visitor any different from a home-school liaison teacher?

Home visiting, as a technique, is growing up. The Educational Priority Area schemes, which pointed to the need to involve parents in the education of their children, only ended in 1971. In America, results are just coming through about the long-term benefits of the Headstart pre-school scheme, once believed to have been a failure.

Add the fact that home visiting's strongest virtue—adaptability—means that, chameleon-like, it changes colour to suit its background, and becomes a different activity in different places, and the confusion becomes understandable. It is rife even in the trade.

But the cumbersome jargon of the new science masks the enthusiasm of those out in the field. The people on the three pioneer projects described here work in different ways with professionals and volunteers, and with a variety of funding.

They may see their work as going into homes to help mothers with very young children to understand the crucial importance of learning through play (what is generally meant by "educational home visitors"). They may be merely offering support to a mother "under pressure". Or they may be going in to "bridge the gap" between school and family (home-school liaison teachers). More likely, they may be fulfilling several roles at once.

What they all have in common is an unshakable belief that they are "enabling" mothers and families to put themselves back on their own feet to use their own resources, to solve problems themselves, and not rely on ever-growing armies of professionals to take things out of their hands. That way lies a welfare state run mad.

Even where the family has no problems that could be set down in a case book, the aim is the same. Educational home visitors encourage parents to realize

their importance in the development of their child both at home and at school. No one else, after all, has so much influence.

Home visiting is here to stay, as a speaker at a recent gathering of the variously-titled field workers put it. More authorities are using it. Schemes like the ones described below are being noticed and copied. Home visiting has implications for teachers, particularly those who teach the lower age-ranges, where it is most extensively practised. The creed of the home-visitor-enabler is very different from that of the teacher-provider.

There is a difficulty, as Willem van der Ryken, who is keeping tabs on home visiting schemes, points out. We are at a frontier, he says. We have moved a long way from saying "bring us your children, we will provide for them". But if we rush in, seeing home visiting as a panacea for the failures of our institutions, we may go too far too fast.

"We need to be sure of what we are doing, sure that home visitors go in with clear aims. Many of the problems a visitor will meet are not educational. Do they, therefore, keep out of them? If so, how successful will they be on the education front?"

Schemes need clear definition, proper back-up for the frontline workers, especially if they are volunteers, and good liaison with anyone else going into the home, from whatever service. If the visitors are given that much, they will be pioneers in a promising area.

Enabling from within

For the past four years an experiment has been going on in three Birmingham primary schools. Its aim is nothing less than the invigoration and regeneration of the communities around the schools; its tools are specially seconded workers in the schools; its scope is virtually limitless.

The Birmingham Experiment in Community Education began in 1974 when

the Dutch Bernard Van Leer Foundation and the city council decided one large, organized project was desperately needed, to tackle inner city problems that had until then only been met in an *ad hoc* and increasingly unsatisfactory way.

Two home-school liaison teachers (they have been searching for a simpler and more memorable title since they began), one playgroup leader and one child minder adviser were attached to each of the three schools, all in poorer areas with multi-ethnic populations or massive, disorientating re-building schemes. Van Leer and Birmingham City Council shared the cost.

Primary schools were chosen because they were smaller, more accessible to the parents, and the rationale behind the scheme was simple—build on the resources, the buildings and the beginnings of community life you have already. Do not inject large sums of money, but put people where they can be most effective, and let them get on with the job.

The workers on the ground have come up with something different in each school. Different areas needed different treatment; separate teams evolved their separate skeins of inter-related activities. The effects have not yet been documented, but are being watched closely by an evaluation team at Aston University.

The liaison workers have been left plenty of freedom to develop—their teaching commitment is small or non-existent, their guidelines minimal. They are not, insists project director John Grimes, in the business of providing, but of enabling, and it is in the nature of that business to find out what people want before helping them to do it.

At Birchfield Primary, Halloworth, the Van Leer activity centres around a large building beside the school which houses a playgroup (run as often as possible by parents) a reception class (to ease the transition from playgroup to infant school) and a kitchen (with all facilities, including a washing machine, available for anyone to use).

In this building the process of getting parents into the school begins. The Birchfield liaison teachers encourage self-help groups to use it—"only the other day we had an AA mechanic, nothing to do with the school, who offered to run maintenance courses". They also use it themselves to meet parents and teach local Asian mothers English.

The groups are informal. There is no register, and only nominal fees are charged. School and Van Leer centre work closely together. When the head-teacher was worried about the home circumstances of one child, she took him into the playgroup instead of the infant school, "so we could get to know the mother as well". There is feedback from liaison to school teachers—"one teacher just did not know how the children lived. He visited them with us and now takes some of them back to his own home for visits".

At Tindal School, across the city in Balsall Heath, a group of Asian mothers sit in the school hall watching a video tape of their own children at (constructive) play.

Despite the efforts of the Tindal workers these Asian children remain a problem. "We have found that by far the largest number in our area neither have a nursery place, attend playgroups or are visited by our child minder advisers", says liaison teacher Sarah Edon. "These are Asian children being looked after by mothers, friends or relatives. There are rarely toys or any description in their homes. All language is in the mother tongue, and there is little social training. When they go to school they are severely disadvantaged."

Pre-school home visiting—using volunteers—is an obvious solution to this kind of problem, and it may be developed at Balsall Heath. But it would only be a stretching out into the community to draw people back in, a device to reach isolated mothers and involve them in the work of the school.

At Tindal, too, the Van Leer staff are concerned that they should not just be "extras" tacked on to the existing structure, living on the goodwill of the ordinary staff. In an ideal world, they feel they would be an integrated part of a much more flexible school lifestyle, where teachers and liaison staff were involved in "community" work, however

that developed. There are already community lunches that parents, teachers, liaison staff and workers from other agencies attend.

One of the lessons of Birmingham, says John Grimes, is that there must be co-operation and cross fertilization between local authority departments. It can be the case that relations at grass-roots level are good, but are not formally recognized higher up the scale. He believes co-operation must go right to the top.

At the third school, Benson, the liaison teacher attached to the separate nursery school goes right out into the community. A campaign against a local tar storage depot, housing problems, social security problems—he is concerned with them all, because they all affect the children at the school.

His colleagues in the primary school have proved themselves invaluable not only in liaising with the local community, but in helping the teachers in curriculum work, organizing an immensely successful "cultural fortnight" and generally helping with school organization.

All four head teachers (Benson has two, as the nursery and primary schools are separate) are unequivocally in favour of the experiment. The only question seems to be whether social or community workers should be seconded as liaison teachers instead of teachers. That will be something the evaluation team should report on.

"The project has been so successful that it is not only entering its second three-year period of Van Leer funding, but is due for expansion. "We are looking at certain areas of work which are effective and going on to test them in other circumstances—re-testing hypotheses, if you like," says John Grimes.

It is also entering a period of self-appraisal, starting to define (in as unrestricted a way as possible) the work of the liaison staff. They have, they say, found both a need, and a way of meeting that need. As liaison staff they can act before crisis point is reached; and they are none of the stigma that may, for obvious reasons, be attached to either social workers or educational welfare officers.

Flesh on the EPA bones

Home Link, Liverpool, started in 1974 with one simple aim—to train mothers to do their own educational visiting. It was the mothers themselves, instead of the prohibitively expensive professionals, who would visit homes, take in toys, develop the skills of the pre-school child.

Home Link does have its team of nine fully trained, hard-working volunteers. But the fact that it also boasts a youth club, a welfare rights group, a book-buy club, a playgroup support group and a video/photography course says more eloquently than any text book prose that when you give a community a chance to say what it wants, it may choose something wholly different from anything outside professional interests had imagined.

What Home Link is has largely been dependent on where it is—a run-down middle of the barrack-like ranks which make up the grim, grey estate of Netherley in Liverpool.

Netherley flats stay empty because no one wants to move in. There is a high rate of mental illness (depression and isolation take their toll), respiratory disease (defects in the ducted fresh air system and children lacking facilities and infectious disease (shopping facilities are so poor people rely on mobile vans which often sell fresh food in hygienic conditions). The estate houses 20,000 people; yet there is not even one launderette.

Home Link was the natural successor to the Liverpool Educational Priority Area project. If the EPA project allowed

that parents must be involved in their children's education, and that if they were not involved valuable educational resources were simply being ignored, then Home Link set out to add flesh to the bones of that argument.

But no one can work in an educational vacuum on Netherley, where the way children live drastically affects the way they learn. The three-strong project team, operating first from a small room over the library in the local comprehensive, and then from the maisonnette, learnt that concern with living conditions or social security can in itself be an educational springboard.

Mothers still came to be trained as home visitors, but there has been a shift of emphasis since the scheme started. One of the project team, Marie Quirey, describes it: "Once mothers had gained in confidence and self-awareness, they wanted to go beyond home visiting. They wanted more adult education, and the chance to develop their own potential in the community."

Five went on to run local playgroups. Seven took an O level in welfare rights. None of them had taken a GCE exam before. Women who had pre-school children said they wanted to come on the course, although they did not, for a variety of reasons, want to go on to become home visitors. Now they are allowed to join, and the decision whether to become a visitor is left until the end.

This, as the project team saw it, was adult education at its most dynamic, fuelled by local needs and energy. "It begins with the notion that people are not empty shells waiting or even needing to be filled by 'professional' advice, but that they are full of experience, valid and individual experience, and looking for more," they say.

After all, "a woman who feels real, energetic, hopeful and supported by friends creates a vastly different environment for her children than a woman who is depressed, isolated, demoralized and alone. The end result of an activity largely doesn't matter, but the process is crucial. It's for this reason that we are quite prepared to accept that things fail, and the end result does not turn out quite as we had planned."

Despite the shift in emphasis away from pre-school visiting, local schools have felt the impact of the scheme. As women on the course visited the three infant schools on the estate, it gradually became apparent that mistaken assumptions on both sides—parents and teachers—had blocked proper understanding.

Parents did not understand open-plan schooling. "They teach them in the corridor" was a typical reaction. They didn't know that it was a positive disadvantage to teach their children their ABC before they went to school, where they would need to know sounds, not names of letters... and so it went on.

A group of women asked head teacher Sheila Ferguson to jot down notes about how they could best help their children at home, and that proved most instructive of all. "I assumed they were more familiar with the day-to-day routine of the school and its aims than they actually were, and I had to revise what I wrote", she said. "Now, at least I know something of what parents want in the way of help, and what they understand."

Not all was sweetness and light. "Teachers were initially defensive, wary of parents becoming more actively involved in schools," says Marie Quirey. One parent asserted herself so far as to take her four-year-old away from a nursery class, because she thought the work was of a standard her daughter had reached some six months previously. How far Home Link was responsible, is, of course, debatable.

But Sheila Ferguson finds that the core of her parents' group is made up of Home Link mothers, and says her staff have benefited from talking more to parents. Still, the project has raised more questions than it has answered, and like most home visiting projects, suffers from the fact that the work, inevitably, defies proper monitoring. How do you measure personal growth?

Yet there is a feeling of optimism and energy at Netherley, there for even the casual visitor to see. If there is no replacement money available when the group's grant from the Van Leer Foundation runs out in August, the catalyst project team will be sorely missed.



Where generations meet: primary children, adult learners and the home-school liaison teacher in the Handsworth centre.

Starting in the home

Leicester children, like many others, are accepted into a nursery at the age of three. But in some cases, this is already too late to stop patterns of deprivation being repeated, says Margaret Harrison, founder of the city's Home Start project.

It's a belief which lies at the heart of her project, now four years old and an acknowledged example of home visiting good practice. It is a well-defined scheme, taking volunteers from all over the city, training them, and sending them in to carefully-matched families who, for whatever reason, are experiencing difficulties with pre-school children.

By far the largest number of referrals to Home Start come from health visitors or social workers, although there are also self-referrals, and the odd one or two coming the group's way from family planning or marriage guidance centres.

The scheme differs from Home Link in emphasis. Since it covers the whole of Leicester it is not practicable, as in Netherley, to encourage mothers to drop in to a centre for a chat or a course. Playgroups where mothers can meet are only adjuncts, albeit valuable ones, to the main work of the scheme, which is in the home, "where the problems are".

"We are not like educational home visitors who go in and take toys to develop cognitive and perceptive skills", says Margaret Harrison. "We have that object eventually, although we believe in using 'toys' already in the home, because they will not have to be taken away—anything will do, even cardboard boxes."

"What we give is support for the parents, beginning with what we find. If a mother is cooking with one pot on an

open fire we start there, rather than by advising on how to cook a five-course meal."

The 66 Home Start volunteers visit their families (never clients) at least once a week, daily if there is a crisis. They are, if all goes well, friends, not expert outsiders. They can be told things outsiders cannot. They have more time than social workers could ever hope to have.

They do not represent authority and they do not come to judge competence. "I just sat and held her hand while she cried", was one very revealing comment from a volunteer. Another had arranged outings to the park. A simple enough thing to do, except in this case, where the mother had a husband in prison and five children, and had given up the struggle to cope. She just stayed in bed herself, or strapped the children in bed.

Others visited have included widows, depressed and exhausted middle class mothers (although most of the project's work is in Leicester's more run-down areas), mothers who are so emotionally bereft that they have no energy or interest left for their own children, and mothers who live in a fantasy world. As Margaret Harrison points out, it is the only form of pleasure and escape for some, like the mother who fed her six-month-old on coca cola and biscuits, or the one who explained seriously that the mouse in her baby's cot had on a blue collar.

If a Home Start volunteer is also a part-time teacher there may be added spin-off. As one such volunteer described it: "The teachers were getting angry. They wanted to know how they could reach when pupils never turned up. They didn't know that they weren't playing truant, but were staying home to look after four brothers and sisters while Mum did the shopping, or because she was having a nervous breakdown." She, at least, was in a position to explain what was going on.

Margaret Harrison was organizing volunteers for the social services department before she began Home Start. She came to realize that parents needed support before children could be helped, and arranged a £2,000 a year (now £7,000 a year) urban aid grant to set up the scheme, then went to the United States on a Churchill Fellowship to study Headstart.

What was good for Nashville was not necessarily good for Leicester, but she saw enough to confirm her beliefs, and Home Start was born, although from the beginning it was to be different. "I

wanted it to be a professionally credible scheme, not just any little voluntary group claiming it could do things", she says.

To that end, every professional who might be concerned, from the chief nursing officer to the adviser for primary education, has been in on Home Start from the beginning, and has helped devise the training course and oversee the development of continuing training, as well as meeting regularly in a professional support group.

The scheme is now so well known and supported that children at risk of what is now called "non-accidental injury", who would normally be taken into care, may be allowed home if a visitor is in close attendance.

Besides ensuring the credibility of the scheme, the constant availability and support of the professionals means adequate back-up for the volunteers. Careful matching of families and adequate support are the two main principles that have made the project the success it is.

Volunteers not only work closely with other services like social services, but have their own small, mutual support groups, an invitation to phone Margaret Harrison or her co-worker Daphne Bates at any time of the day or night, group discussions with invited "experts", and group outings and parties.

Not surprisingly, there are still difficulties to be ironed out. There are three volunteers in one area who have been without families to visit for six months, apparently because of a reluctance by social workers or health visitors to "share" families.

But Margaret Harrison is more concerned that the project is still not meeting its original objective of concentrating on preventive rather than remedial work. But with such a heavy work load—90 per cent of the 253 families referred have had "serious" problems—the scheme has not had the resources to provide shorter-term support earlier on.

And there is plenty more work where the rest came from—Home Start has three times the number of referrals it can actually cope with. It may soon expand and develop local groups to take the burden off the hard-pressed central office.

Meanwhile, it has spawned similar groups. At least five are now starting, or hoping to start, in Nottingham, Loughborough, Hinkley, South Leicestershire, Coleville, Leicestershire, and Melton Mowbray. Margaret Harrison's message is catching on.

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Independent Local Politics in England and Wales. By Ven Grant.
Saxon House £8.50. 565 00183 7.

The Technology of Political Control. By C. Ackroyd, K. Margolis, J. Rosenhead and T. Shallice.
Penguin £1.25. 14 02 19413 9.

The new edition of Mr Haines's book is interesting not only for its political content but also for the light it shines on life in an intensely busy environment where the dramatic persona are very close and yet somewhat isolated. The analysis is hardly profound; the real interest inspired by the

book makes its political involvement almost incidental. Mr Dalyell's book is essential support for the opponent of devolution. It may seem a little late, but it can still influence future action. The argument is thorough and the most significant points made are probably that devolution per se is no solution to whatever problem now exists, and that it would lead to federalism or separatism, neither of which is necessarily in the minds of those who speak for Scotland. The book is highly recommended.

Professor Birch has written a useful book. His sketch of the history draws sufficiently on the original and secondary sources. The author pleads for changed attitudes towards the ideas of parliamentary sovereignty and federalism; he calls for a Bill of Rights; and he is critical of the present party structure.

The Future of Scotland is a collection of essays on a variety of aspects of Scottish life: the arts, education, diet, health, economics, industry and the environment. It makes an interesting accompaniment to the debate on devolution and one which displays no consensus save that this movement can hardly fail to have some effect, whether for good or ill.

Mr Ball's book will appeal to first-year students. It deals with the general nature of politics, parties and representation, structure of government, and political values. It is well documented and includes a sensible reading list. The present interest in interdisciplinary and comparative studies makes it especially

welcome. Despite the realities of political life, many people yearn for independence from party in local government, although it is tempting to equate "independents" with conservatives, to do so may be facile. Mr Grant's monograph about "localism" and reflects a study of apparently non-party councillors. The analysis centres on two district councils and is an extension of research for a doctorate. The effect of localism on both the decision making process and on the outcome of elections is examined, as are the conditions in which genuinely local politics are likely to flourish. The book is a valuable contribution to historical or sociological, to justify the effort of writing them. As a result a ghetto has been set up for literature which is purely feminist and works that are of more general interest are in danger of being relegated to it.

Women, Crime and Criminality is one of those studies that so justify themselves that it becomes difficult to understand why they were not written a long time ago. The author presents a meticulous history of academic attitudes to female criminality and the treatment that resulted from these theories. In the last century it was considered obvious that the female criminal was born and not made. Society wanted to believe that women were a soft, warm, motherly lot without the individuality to choose crime as an option, unlike male criminals, who were

Everything you always wanted to know...

Gerald Haigh on a new school book for parents

The Parents' Day School Book. By Jonathan Croll.
Granada £1.25. 386 04671 9.

One of the difficulties of writing a "consumer" book of information about schools is that the readership is not easy to define and therefore not easy to aim at. If you say, "this book is for parents", what do you mean? Most of us are parents, after all, even those of us who are teachers, or features editors, or contributors to the Black Papers.

If he has got started at all, the writer has succeeded in making some assumptions—that, for instance, while he will have to explain what "setting" is, his readers will know what is meant by "classroom" or "form teacher". Each author saves the lines in his own way, bedevilled on the one hand by the possibility of being patronising and on the other of being obscure.

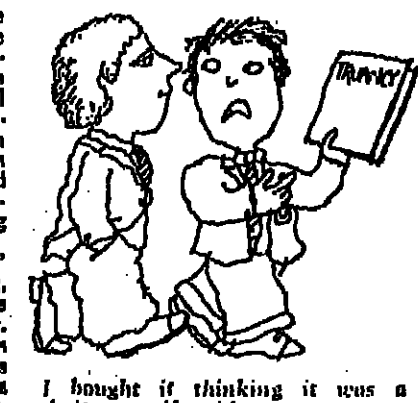
Jonathan Croll in *The Parents' Day School Book* leans, if anything, to the end of the spectrum where things are carefully spelled out. For him, perhaps, "parent" means not a middle class man doing his son's maths homework with one hand and writing a letter of complaint to the gas board with the other, but a slightly bemused lady in a pinstriped dress buying unwanted brushware on the doorstep.

explaining environmental studies as, "A rather grand name for what you might have known as history or geography. Perhaps close, this, to talking down to the reader. Ironically the author writes as if "environmental studies" and "integrated studies" were synonymous. I would not have thought most teachers would agree, though the semantics of this area are so confused that I hesitate to press the point.

Any book which tries to be as comprehensive as this risks being too sketchy in parts, and a major test lies in the quality of the supplementary information. This information is more plentiful and relevant than in any other book I have seen.

As an informal, factual and comprehensive survey of the school system, Jonathan Croll's book will be useful not only to parents but to teachers, especially to those who have to advise parents about other unfamiliar parts of the system. Two or three copies, laid out, head's bookshelf, ready to be consulted by a parent, would be a most useful addition to any school's television series *Parents' Day*.

A few such nit-pickings apart, this is an excellent book, full of reliable information and, suitably



I bought it thinking it was a do-it-yourself guide

The I and the We

Vernon Bogdanor

Political Identity. By W. J. M. Mackenzie.
Penguin £1.00. 14 02 2024 0.

The political identity of Britain and its component nationalities is a highly topical subject relevant both to the debate on integration and to that on devolution. But what is political identity? Does the notion have any clear meaning? Is it a new label for a new concept? Or is it merely a with-it word, like "identity" used to convey meaning but to give none?

It does denote a real set of problems of importance to students of history and politics, and his book is an attempt to show the richness of the problems without also asking the question—where are we? In other words, my individuality comes to be acquired by me as a result of my social experiences. But "we" unlike "I" is context-dependent. What are the sources, then, of political identity? Nationality, religion, class and race can all create the motive force for political action. So, too, can myth, symbol and ideology.

Professor Mackenzie discusses all these concepts, if a little repetitiously. He succeeds in convincing us that the idea of political identity is worth study; but, as he himself says, his book is little more than a refined seminar paper. It is upon some serious subject, to be played before an academic audience. It covers too great a range of subjects to do justice to any of them. But his book may well prove a useful guide to carry his reflections further and deeper.

Paperbacks

Look to the ladies

Cassandra Jardine

Women in Stuart England and America. By Roger Thompson.
Routledge and Kegan Paul £2.25. 7100 8900 7.

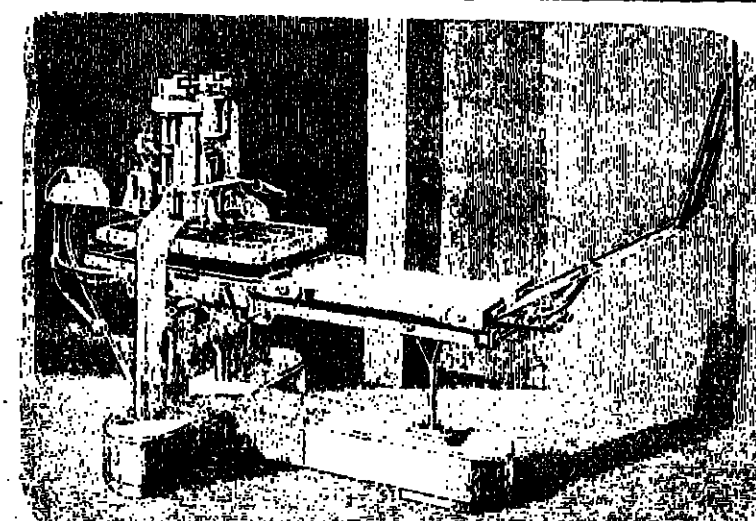
Women, Crime and Criminality: A Feminist Critique. By Carol Smart.
Routledge and Kegan Paul £2.50. 7100 8833 7.

Sylvia Plath: Letters Home. Edited by Aurelia Shober Plath.
Faber £2.95. 571 11219 6.

These books are rare gems among the literature about women. Often books of this sort spend so long manically wallowing in details of the past ill-treatment and misunderstanding of women that they fail to have a discernible point, historical or sociological, to justify the effort of writing them. As a result a ghetto has been set up for literature which is purely feminist and works that are of more general interest are in danger of being relegated to it.

Women, Crime and Criminality is one of those studies that so justify themselves that it becomes difficult to understand why they were not written a long time ago. The author presents a meticulous history of academic attitudes to female criminality and the treatment that resulted from these theories.

In the last century it was considered obvious that the female criminal was born and not made. Society wanted to believe that women were a soft, warm, motherly lot without the individuality to choose crime as an option, unlike male criminals, who were



The Oxford University Press continues its steadily anniversary celebrations. An exhibition has now opened at the Pierpont Morgan Library in New York and its heavily illustrated catalogue has recently been published as "An Illustrated History of the Spread of Learning" by Nicolas Barker (Clarendon Press £10.00). The above picture shows an iron printing press of the design produced by Earl Stanhope in 1805, with improvements by him and others.

By trying to combine the roles of history and catalogue, Nicolas Barker's book is necessarily a compromise—an accusation that can by

no means be levelled at another celebratory volume, Peter Sutcliffe's *The Oxford University Press: an illustrated history* (Clarendon Press £6.75). Mr Sutcliffe takes on the job of disentangling the complex commercial growth of the OUP during the nineteenth century, and brilliantly succeeds in capturing the mixture of heady entrepreneurship and circumspect academic formality that gave the firm such a quality original character.

Figures from Victorian Oxford and hectic publishing events are given energetic life by Mr Sutcliffe in a book that blends wit and authority. If the anniversary had brought forth nothing more it would all have been worth while.

Dr Fitzpatrick analyses in turn the experience of each significant socio-political group. We meet one by one the harassed forces of law and order, frustrated but adaptable Unionists, puzzled Home Rulers, and the earnest young men not on building a new order, civil and military.

Troubles

Tom Corfe

Politics and Irish Life, 1913-1921: Provincial Experience of War and Revolution. By David Fitzpatrick.
Gill and Macmillan £15.00. 7171 0848 1.

Worm's-eye history is a popular genre. Just how did the epic drama of Revolution strike the not-so-simple Norman peasant, or the quarrels of King and Parliament affect Kentish villager? Robert Piers and Robert are benighted to the wings so that Jacques and Hodge and their friends can take the limelight.

David Fitzpatrick examines the impact of Revolution upon the common folk of County Clare. But was there indeed an Irish Revolution? Only, says the author, "if revolutions are what happens to wheels"; they go full circle, the new order reverting to old patterns. Perhaps a longer time scale would have revealed a more fundamental revolution, social, economic and cultural; its origins in the two preceding decades are constantly implied.

Professor Mansergh, we are told, suspected it could not be written. Though you may read of the exploits of local desperadoes in a dozen parish papers, you seek in vain the documentary basis for a more balanced analysis. David Fitzpatrick demonstrates impressively how it can be done, and with valuable results. He has exploited ruthlessly an astonishing array of hitherto untapped sources; they are listed in a daunting bibliography, so conscientiously complex in its arrangement as to make easy reference impossible.

Dr Fitzpatrick analyses in turn the experience of each significant socio-political group. We meet one by one the harassed forces of law and order, frustrated but adaptable Unionists, puzzled Home Rulers, and the earnest young men not on building a new order, civil and military.

This is perhaps a measure of the deep divisions in Irish society that there is little overlap. Yet formidable figures like Colonel O'Callaghan-Westropp beside this whole narrow world, and even the narrowest of the narrow world. Do Valera's political debut, crop up time and again. Regrettably, Dr Fitzpatrick's fragmented approach precludes the coherent study we might have expected of this significant moment in its local aspects.

Among this week's contributors:

Vernon Bogdanor lectures in politics at Oxford University;

Andrew Currie lectures in law at New College, Durham.

Gerald Haigh is deputy head of Canon Maggs College of England middle school, Nuneaton.

Andrew Lusk is director of the teacher-training course at the Central School of Speech and Drama.

John Vaisey is Professor of economics at Brunel University.

Hugh Whitaker lectures at the South Warwickshire College of Further Education.

An Introduction to Anglo-Saxon England. By Peter Hunter Blair.
Cambridge University Press £12.50. 521 21650 8. £3.95. 29219 0.

This by now standard work on pre-conquest England is especially welcome in its second edition in this 1,400th anniversary year of this turning point in the Saxon conquest of Britain.

It comes with a recent select bibliography and more and clearer photographs, but the most important revision is textual in the light of recent archaeological discoveries. This kind of reappraisal is likely to play a bigger part in publishing if the Viking settlement dig at York is anything to go by.

John Crossland

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Phenomenology and Education

Self-consciousness and its development

EDITED BY BERNARD CURTIS AND WOLFE MAYES

The impact of the phenomenological approach has been evident for some time now in philosophical and sociological theory; the editors of this book believe its application to educational theory should be explored, and these essays are offered as a stimulus to discussion.
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Urbanization and Conflict in Market Societies

EDITED BY KEVIN COX

The organization of economic life according to market principles has had major social ramifications. Conflicts of interest generated in the operation of urban land markets give rise to conflict in the political sphere and consequently to transformations in the built-form of the urban environment. It is upon these conflicts, their origin in market societies and their impact upon the changing geography of the city, that this book focuses. Drawing from the experience of an international group of social scientists, Kevin Cox has compiled a comprehensive assessment of the underlying reasons for conflict in the city.
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This book describes one of the most important programmes of work in the field of psychiatry that has been carried out in recent years—an investigation, begun in 1968, into social factors that bring about depressive disorders in women. The study is based on depressed patients and a random sample of women living in the community.
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Ethos & Identity

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A. L. EPSTEIN

Developments in recent years have come to challenge the assumptions that its society modernizes, local culture and ethnic attachment give way to wider and more embracing loyalties. Professor Epstein explores this concept by applying it to three ethnographic contexts: on the Copperbelt of Zambia, among the Told of New Guinea, and with reference to American Jewry.
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Social Science Paperback: 416 76370 5: £2.95

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28 Resources

Information in the net

CARL SLEVIN on the EEC information network

Until the matchbox sized electronic version of the *Encyclopaedia Britannica* becomes available in our back-ward outpost of the universe, we shall have to make do with our own primitive devices for storing and retrieving data. Before Caxton's bright idea, information was about as easily and widely available as solid gold board dusters in schools. Since then, the printed word has helped enormously as a means of storing information but the more there is, the less easy it becomes to get at just the bit you want.

A revolution is taking place in this field and while the book took centuries to produce its ultimately shattering effects on society, the present innovations will take only years. The basic element is, of course, the computer; but apart from technological considerations, what determines how useful or sinister computers can be is the framework in which we put them.

Already there are several computer-based information services either operating or about to open in this country, but the trouble with all such sophisticated systems is generating enough traffic to justify their cost. Com-

pared with the USA, however, the nine members of the European Communities are very far behind in the provision of such facilities. Although their total population is more than 250m as against 210m for the USA, and purchasing power is not very much less, their use of on-line information services is only one-tenth that of the Americans. Potentially, there would seem to be room for great expansion in Europe if the problems arising from nine associated sovereignties and a variety of languages can be overcome.

In accordance with a resolution of the Council of Ministers passed in June 1971, the Commission decided to create Euronet, a European-wide on-line interactive information network to access scientific, technical, economic and social information across national boundaries. Reduced to normal English, this means that someone who requires information which is held by a computer in another European country and who has access to an appropriate terminal will be able to dial up the data base concerned, and get what he wants there and then.

Euronet is the particular responsi-

bility of the Commission's directorate general for scientific and technical information and information management. The task of providing the physical network has been given by the EEC to the postal administrations (PTTs) of the nine which have joined in a special consortium for the purpose. This is not the end of the line, however, and the actual implementation has been contracted out by the PTTs to a consortium of European software firms headed by the French SESA and its British partner Logica. A definite timetable has now been settled and Euronet will start operating next December, although it may take some time to achieve a complete service.

The network is based on packet switching technology which reduces capital costs and makes the system cheaper to run as well as more flexible and reliable. Data transmitted in this way is, as the name suggests, divided into packets of identical size which means that they take up a precisely measurable time to get from one place to another and can be accurately checked for completeness and destination when

they arrive. Cutting a message into packets and attaching details of how many packets make up the whole, where it has come from and where it should go, as well as unpacking it and sending it to the intended recipient, requires special centres called packet switching exchanges.

The whole system is quite complex and involves a number of different elements as shown in the diagram. The basic telecommunications network will consist of four packet switching exchanges (PSEs), in London, Paris, Rome and Frankfurt, each with a remote access facility (RAF) for user terminals. In addition, there will be five extra RAFs, in Amsterdam, Brussels, Copenhagen, Luxembourg and Dublin.

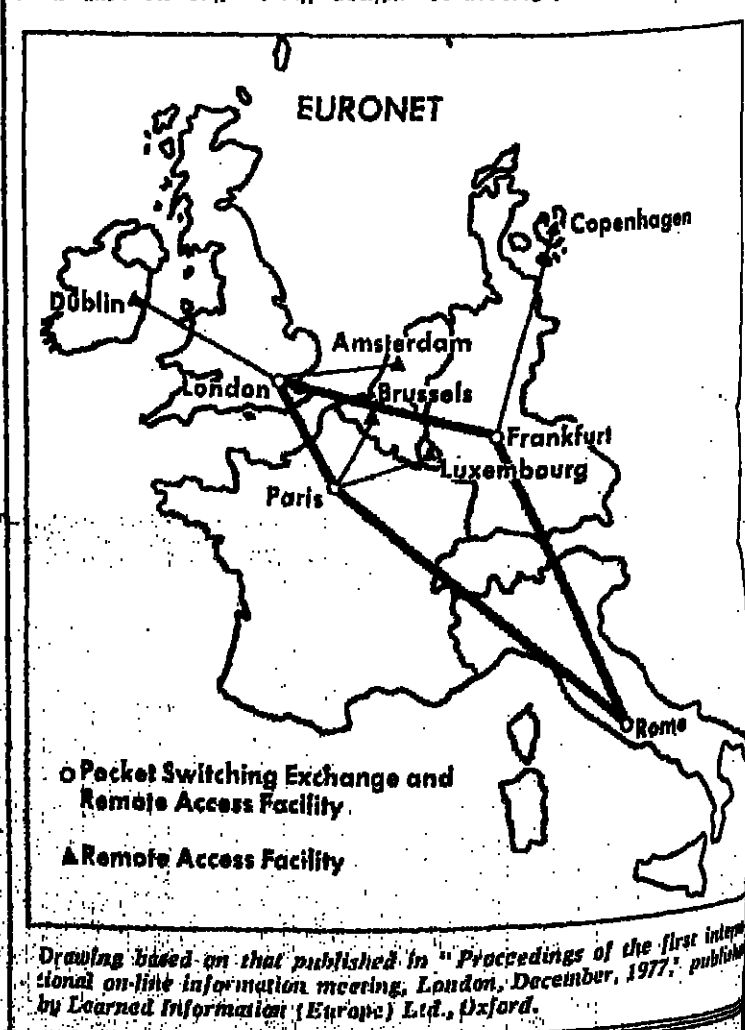
The PSEs are interconnected as shown providing two routes, by which packets of data can be transmitted between them. The network itself does not, of course, hold any data. This is done by existing on-line information services, called "hosts". Agreement to participate has been announced by four hosts in Britain, five in West Germany, nine in France, four in Italy, one in Belgium and nine in Denmark as well as two EEC installations. These numbers may change and cost may prevent some prospective hosts from participating for a time at least, but it seems likely that nearly all major on-line services in the EEC will be involved.

Each of these hosts holds one or more data bases and although a precise list of what will be provided cannot yet be given, something like 80 bibliographic databases and 30 factual data banks have provisionally been offered. So, for example, the British hosts will be the British Library Automatic Information Service (Blaise) Infoline (a company with the British Library, the Institution of Electrical Engineers, the Department of Industry, Dowden Publishing Ltd, and the Chemical Society as equal partners), the National Computing Centre and the Computer Aided Design Centre.

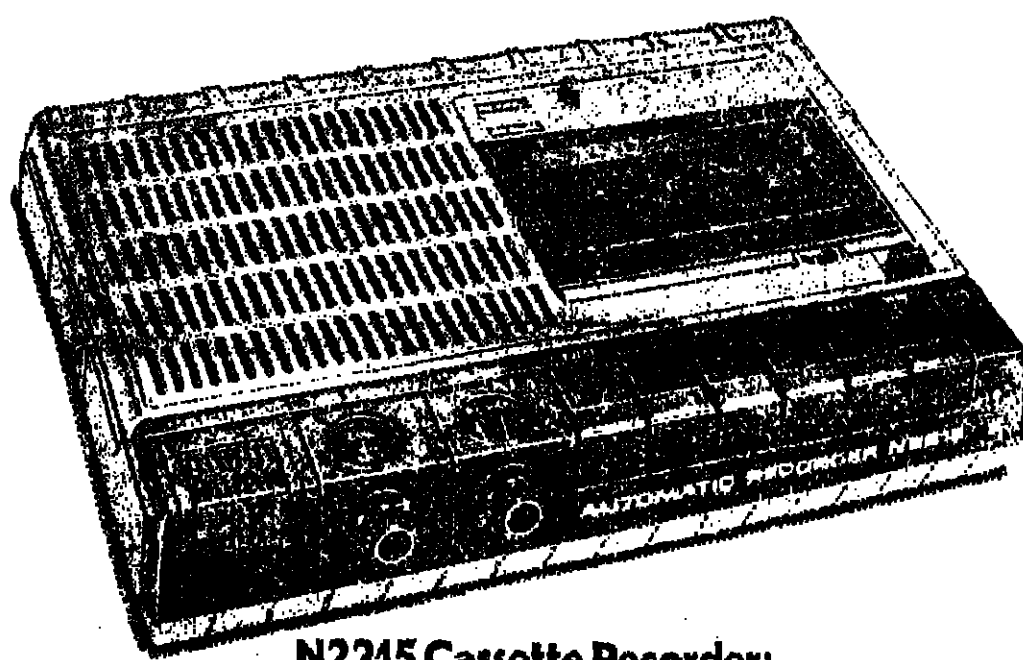
Blaise currently offers access to 5,000,000 records (increasing to 500,000 a year), including the machine readable versions of the British National Bibliography and the Library of Congress Catalogue as well as the data bases maintained by the United States National Library of Medicine. Infoline (which will come into operation later this year) offers access to chemical abstracts and other data bases provided by its partners. The NCC offers varied data bases in computing and the CAD/C spec-

ialized data on engineering design. As for the rest of the world, in charge of protectionism has been made, generally with reference to American networks available in Europe. At present, these about 50 to 70 per cent of Europe demand for commercial information services. Euronet will obviously tend to reduce this proportion; the intention is to move towards genuine two way flow of information services with Europe data bases treated in the United States just as American ones are in Europe.

Apart from the United States, the rest of the world consists mainly of would-be information consumers, not suppliers, and if suitable arrangements can be made, other countries will be allowed to use Euronet. Switzerland has already made a formal application for membership, and in the longer term some of the more developed of the under-developed countries may wish to become associated with Euronet.



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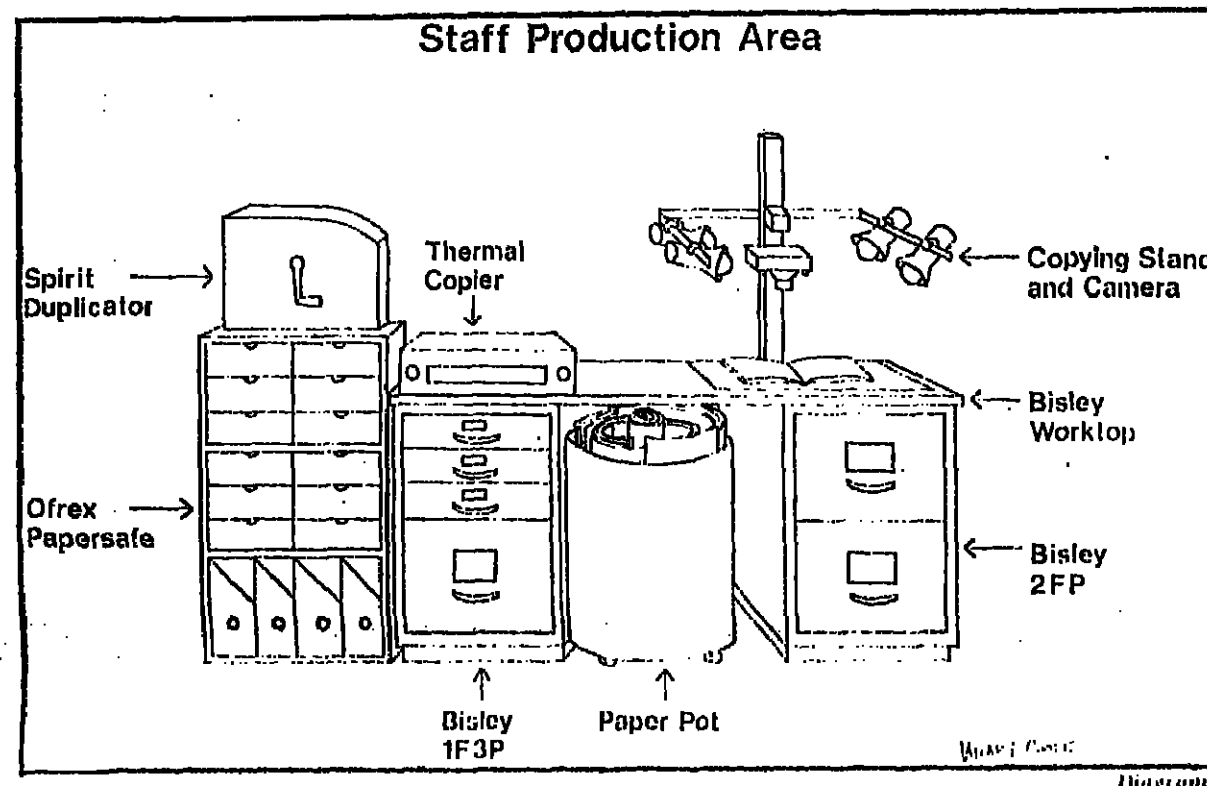
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TES1

31 Resources/Primary school equipment

Primary support

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are both stored and used, as in diagram 1, but the staffing problems of many primary schools often prohibit supervision of the resource centre. It may therefore be better for each classroom to have a small viewing and audio area where one item of hardware is kept. If power points are not available, it would be necessary to keep so battery

in such a way that the teacher does not have to go to several different places to collect what is needed to make a resource.

The storage in diagram 2 is compact but should hold most items required for production of materials in a primary school. Oxford Polytechnic range offers the storage for dual use.

The author works for the IEA Sources Support Group.
The opinions expressed in articles are her own and not necessarily those of the IEA.

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continued

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11

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Abstract

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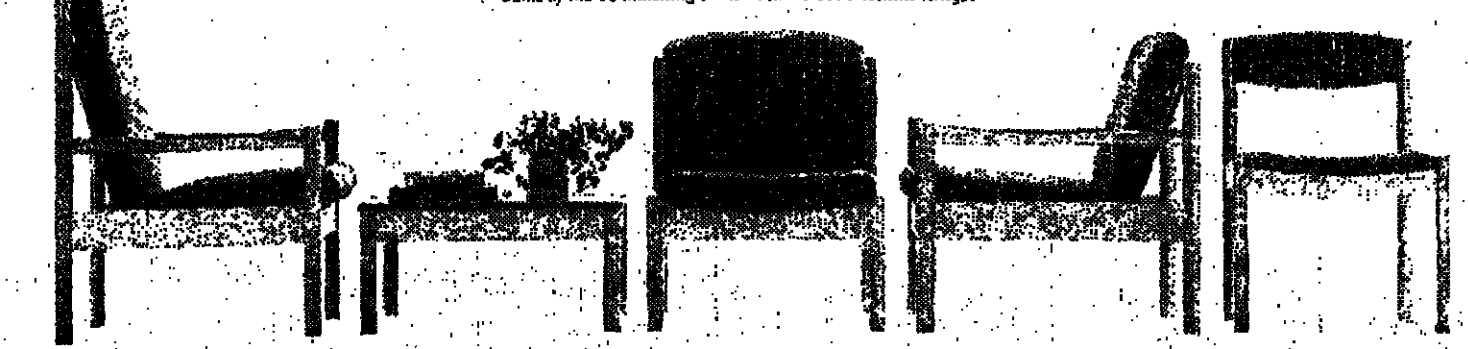
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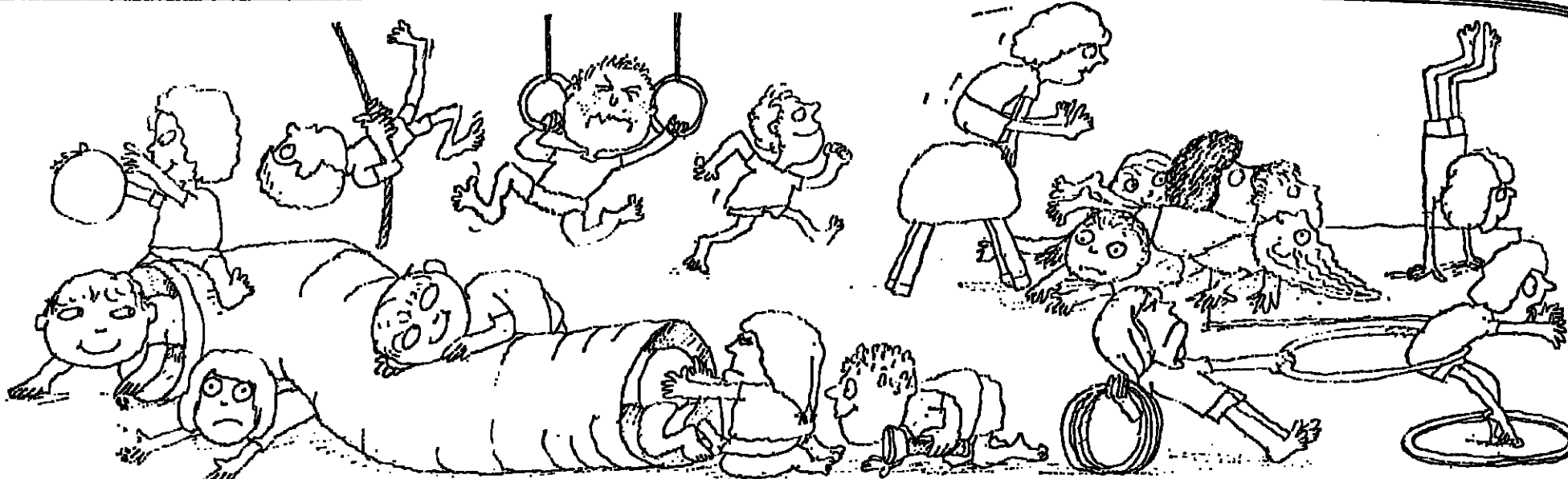
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32 Resources/Primary school equipment



Physical challenges

ANNE HOWARTH on physical education equipment

Physical education equipment, particularly large, fixed pieces of apparatus, is built to last and therefore expensive, so it is imperative to make the right decision when purchasing. In recent years there have been developments and modifications to fixed apparatus and to large and small pieces of equipment so it seems appropriate to make some evaluation of apparatus for use in primary schools.

Many primary schools are now well equipped with physical education apparatus, but it is often too complicated or heavy for the children to get out without a lot of help. The ideal apparatus is easy to manipulate and can provide plenty of variety in the rearrangement of a few pieces or by small additions. The most popular fixed apparatus with teachers I consulted was the window ladder. Benches or planks can be attached to the crosspieces for variety and it can be linked with large mobile pieces like the bar box. There were reservations about the traditional type of window ladder which has wide spaces between rungs and so is unsuitable for younger children. The newer type metal bars which are pulled out and fixed to the floor have extra bars which can be stored in to overcome this problem. However, they are difficult to get out and need careful supervision to ensure they are safe.

Ropes, rope ladders, trapezes and rings are very popular with children but rather limited. Children find climbing them very difficult, and need plenty of space to swing in safety. A set of six ropes set up on one side of the hall can be used with other pieces of apparatus and an assortment of rings, trapezes and small pieces of equipment can be used separately. The most popular fixed apparatus among teachers was the scrambling net which seems to be appearing in more schools. They felt this had limited value and was uncomfortable for children climbing in bare feet. The spaces between the ropes make the scrambling net inappropriate for infants.

For primary schools there is now an assortment of large mobile apparatus to choose from; manufacturers seem to have recognized that adaptable apparatus is the most useful. Free-standing frames to which planks, benches and even slides can be attached offer exciting and ever-changing pieces of apparatus. They also cater for all ages since the frames are made with plenty of space for attaching small apparatus at different levels. Again, the disadvantage with frames is that they need supervision for getting out and assembling safely.

Younger children enjoy climbing in and out of, and squeezing through, apparatus. Large hollow cubes provide endless fun for in-

fants, although for older children these are more limited as they have hard edges and so are unsuitable for jumping on and off. If cubes were made with padded tops they would cater for the whole age range.

The irrepressible wooden horse continues to appear in new schools. Most horses are mounted on wheels to make them easier to move but the solid box is still too high for infants and for more junior classes. To use only a few sections requires heavy lifting which is impracticable for infants. A more sensible alternative is the bar box which is lighter to lift and can be used with small apparatus. Another alternative to the solid box is the round table which has a padded top, and runs on the side. If the table can be stored near to where it will be used it can be lifted into place by juniors, and as it is not as high as the traditional boxes the table can be used by both infants and juniors.

Having plenty of small apparatus makes it easy to create new and interesting arrangements. Heavy, old-fashioned benches can often be successfully replaced by planks, some with padded tops. Planks can be used like benches if they are placed on special small boxes stacked on top of one another.

Probably the piece of equipment most schools long to have in greater numbers is the mat. Square reticell mats are popular as they are easy

to carry, and provide an excellent landing surface. The daily coloured thicker tumbling mat is more limited and should not be used as a crash landing surface.

Oblong shape mats which can be joined with velcro fastenings are light and easy to handle. Joined, they make an excellent landing area around large pieces of apparatus. Unfortunately they seem less durable: they often split along the edges and in time the fastenings become less effective. Humps, rings, balls and bean bags can be stored in a special trolley with separate compartments. Apart from teaching basic skills of catching and throwing, these can be used with large apparatus to add difficulty.

Having acquired the apparatus, the next headache is storage. Most primary school halls are multi-purpose, used for everything from physical education to music room with physical education somewhere in between. They have storage space for apparatus, and even those that do need to have the equipment carefully arranged to make the most of the space so that a removal of the equipment does not have to take place each time twenty hoops are needed.

Things such as bar boxes can be left around the hall close to the wall; children can get out the apparatus. Alternatively, equipment must be stored so that the removal of the

mat trolley enables each piece of equipment to be got out without children having to climb over other pieces. Many schools train children from first year infants to handle the apparatus, making this a part of the lesson. But as long as the apparatus remains cumbersome it is not surprising that many teachers are reluctant to spend the greater part of the session getting it out and putting it away.

It seems likely that in the future the fixed apparatus will remain much the same, but perhaps manufacturers will make window ladders so that they can be inclined and slotted in at different heights for infants as well as juniors. Large polythene inflatable shapes might offer an alternative to foam block apparatus. If these, housed in their own homes, are already providing attractions for children in leisure parks and in schools they could offer a soft environment for storage or carrying.

Parents want smaller classes and more facilities for their children, as do teachers. They also want to be able to state how they think their child is running. Why should those who can afford private education be able to buy more rights than those who cannot? Parents do comment both positively and negatively about education, but let a child be unhappy in a state school and the system sets out to prove both child and parent wrong. Are teachers and psychologists actually saying that every child, except those expelled?

Teachers talk freely about good and poor (and even use the word "bad") home backgrounds. Parents more want equal rights. A teacher can arouse interests which are followed up at home. My son has an active interest in castles he started in primary school six years ago.

A teacher can also point out something which seems only a little event in the home, but which is opening a child's school work. Conversely parents should be able to influence in some way a child's education at school.

This does not imply control of education by parents, any more than teachers advising parents on talking about cooperation. Notes from schools indicate that I should provide money and gifts and am needed for routine, unskilled tasks. With luck I get invited to listen to educational wisdom on open days, and look at my child's best work. Yet parents are mature people, with a surprising range of skills and knowledge. They are accustomed to explaining things to their own children. This is not to say parents are right all the time, and capable of giving never-ending and perfect lessons; but then few teachers would claim such gifts.

Good lessons should provide their own drive to self-learning. Why, then, is there this urgent need to follow up lessons with formal homework, which always takes an extra time it should? To add insult to injury, it is not really needed by most teachers. If school hours, then is it not time we examined these set hours?

Homework for families with books does not present the problems it gives those without. The command: "Get a book out of the library on such a subject" is the reverse of helpful, if your child's homework is set at the end of the week, after the teacher has told six other classes to do the same thing.

Teachers are fond of issuing these imperial decrees and not suffering the consequences. What appears to be a relatively simple matter, schoolwork, particularly sports kit. Many items have to be individually washed by hand because of problems with the dye. Many parents find it physically difficult because of arthritis.

Choice of sports is still in the dark ages. My son needs swimming for his career and we are miles from a swimming bath. The middle school children swim, but his high school decrees team field games. I did not even get a reply when I raised the problem.

I know it is because the teachers don't have a class, and I see my son as an individual, yet without other people's individual children, no teacher would have a career. Am I to accept that sport's educational aim is to have an end product spectators watching a team, with widespread off-field violence as after-match participation?

33



What parents need

Michael Newby

To parents, schools seem as large and dangerous as icebergs on the horizon. Eager heads may explain their successes occasionally, but informal contacts are difficult to set up.

When a crisis arrives either or both sides feel aggressive. Only rarely is a parent accepted as an equal partner in the education of his own child. Parenthood is one of the incidents of education tolerated by teachers.

My own daughter has mathematical aptitudes, dating from age six, still with her five years later. A particular method may work well for a class, but be an educational disaster for a few. Yet any comment would have been regarded as interference.

The average child can become an individual only because parents know and value him or her far more than a teacher can in a class. Education should be a joint effort, with a two-way interchange of information and comment between home and school.

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concerning drinking and driving, and has received no advice or education about the hazards of drinking.

If no guidance on the dangers from drinking and drugs and the combination of the two is given at school, where else will it come from? Many parents are too ignorant on this subject to provide the guidance, even if they were prepared to do so.

In our campaign we received answers like, "No, my parents don't care about me drinking before I'm 18" and "My dad gives me the money for drinking if I want it". These replies indicate we are reaching a serious situation.

With more and more families drinking wine, often home-made, there is an increasing amount of teenage drinking in all classes. Frequently there is a lack of guidance or knowledge of the danger to health, school work and self-control. Much of the increased violence at football matches has been credited to the ease with which young people can obtain alcoholic drinks.

Forty per cent of drivers in the 16-25 age group involved in accidents had been drinking, and the largest single factor in male road deaths for the 15-24 age group is alcohol. The most accident prone person on the road is a teenage motorcyclist who has been drinking. Education has turned its back on this problem for too long. It is not enough for teachers to say: "The children are not allowed to drive mopeds until they are 16, and are allowed to purchase alcoholic drinks at 18". By 18 it is too late to get the message across.

The teenagers we spoke to were interested in the subject of drink, and were surprised when we told them of a level of 80mg/100ml meant in terms of accidents. They were genuinely worried when they

learned about the slowing down of reactions and the deterioration of peripheral eye vision. Shouldn't they have been told this before they left school?

High percentages of teenagers are drinking regularly before 18, both with and without parental knowledge. At a time when we are giving sex education in most schools, is it too much to ask for a couple of hours to be devoted to trying to persuade our young people to take a responsible attitude to alcohol?

Ronald Denney is senior lecturer in analytical chemistry at Thames Polytechnic.

PE for the handicapped

Enid Somerville

Last year the TES carried an article about the successes of physically handicapped children in The Sunday Times RAGA awards scheme.

I have since received comments and correspondence from various parts of the country, most congratulatory and interested, some simply curious. What, I have been asked, do I aim for? How can I assess success? And, sadly, why do I bother?

Physical handicap is rarely uncomplicated. Occasionally, the handicap itself is not obvious; diabetes, chronic bronchitis, brittle bones, asthma or coronary conditions are not always immediately apparent. Much more often the side effects of a handicap are unseen.

The simpler of these—loss of regular schooling because of hospitalisation and illness, the difficulties of a normal social life, specific learning difficulties because of cer-

tain types of trauma—can certainly be dealt with by effective and understanding teaching.

But what about the spina bifida child who has undergone a massive series of major operations over a six-month period, only to find himself no better? What about the newly sexually aware adolescent who looks in a mirror only to see deformity? What about the spastic teenager picked up by the police on suspicion of being drunk and disorderly? How many more instances of hurt, bitterness, frustration? How do we deal with this?

One way is through adapted physical education. Physical educators speak reverently about body awareness and spatial shapes. These children are very aware of their bodies and their shapes; what they are not aware of is the potential which lies dormant in them. Physiotherapy introduces strength and control; adapted gymnastics uses them to create a new body image.

A spina bifida child is never straight until he hangs from a bar above head height. Then he realises the strength in his arms and shoulders, and sees his legs straighten. The same handicap means that a child is constantly dominated by his "stupid legs", yet executing a forward roll shows him he can dominate his legs, as they have to follow through. A new body image.

The excitement generated in a class when a more disabled child is close to achieving an exercise is unbelieveable. The sincere encouragement of other children and help is incredible; the sweat and determination is equal to that of an Olympic medalist.

These children deserve their badges and the applause, not because they are handicapped, but because they have accepted the greatest challenge of all, their greatest opponent, their own bodies.

Enid Somerville teaches physical education at The Cedars Special School, Gateshead.

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Continued from previous page.

niques to achieve educational ends, with photography not necessarily the end product. A head teacher outlining reasons for using photographic techniques in his junior school suggests the following list:

- It provides purposeful practical experience with the learning of simple scientific concepts;
- It enhances the development of critical faculties;
- It is instrumental in increasing the awareness of one's surroundings;
- It is a convenient method of recording and storing information which can be used by others;
- It involves the children in their own learning;
- It is a means of stimulating creative writing and other activities;
- It gives pupils opportunities to practice the arrangement and structure of material for presentation. Notice that no reference is made to photography per se. The priorities are, strictly educational and if in the course of events pupils learn photographic techniques this is a bonus.

This causes a measure of disagreement between the photographic specialist and the more academically-minded teacher. At one conference a teacher in a middle school brought some pupils who presented a slide-tape programme on gliding. These pupils were quick to appreciate the enormous potential of slide-tape programming from the initial visit, planning the script, shooting, editing, the commentary, editing and so on, to the stage where

the girls stood on milk crates and operated a pulley-projector. Failing mechanism. This was pointed out on a delegate who commented sadly that it was a pity that these nine year olds had not been taught the fundamentals of correct exposure.

Slide-tape programme making is becoming more popular, encouraged by annual competitions. The National Committee for Audio-Visual Aids is organizing its second competition for schools. Details are available now, the closing date for entries in September 15. The Royal Photographic Society also runs an annual audio-visual festival, with expanding junior and student categories.

Criticism is often levelled at the cost of photography, but this can be overstated. It is surprising how many young people already own photographic equipment. However, priorities can sometimes be quite lopsided: a head's eye-brows may rise when a request is made for an enlarger to encourage an activity which almost everyone pursues after school days. Yet the same head might cheerfully sanction the purchase of a kiln, giving approval to an activity which very few will continue. This is not to argue against pottery, merely to show that sometimes the comments regarding photography can be a little unfair. Photography is everybody's, regardless of manual skill the opportunity to see and to create images. It was Fox Talbot's inability to draw to his satisfaction that caused him to invent photography in the first place.

Addresses:
Associated Examining Board
Willington House, Station Road,
Alton, Hampshire.
For details of O and A level

photography contact Mr P. T. Williamson, Head of Visual Art Department,
National Committee for Audio-Visual Aids
254 Belsize Road, London NW6.
Kodak Limited
PO Box 66, Station Road, Hants
Hampstead, Hertfordshire.
Pamphlet entitled Kodak Educational Services. Contact Mr P. Sutherland.

Royal Photographic Society
14 Shaftesbury Avenue, London W1P 5DP.
For details of the education group contact Mrs K. Rahman; for audio-visual festival, Mr T. M. Hart.

Random Film Library
25 The Burroughs, Hendon, London NW4.

Film entitled Camera in school. Further reading:
Starting Photography, by Michael Langford (Focal Press)
An excellent book for pupils, either as an introduction to photography or as a primer for external examinations.

Better Photography by Michael Langford (Focal Press)
A sequel to the above.
Lights Please! by Robert Legat (National Committee for Audio-Visual Aids)
Uses of projectors. Particular reference to filmstrips and slides, and to the making of one's own programmes.

Photography in school: a guide for teachers by Robert Legat (Arnold Press)
Particularly for teachers who admit to little or no knowledge of photography, but who want to learn the minimum of technicalities. There are chapters on slide-tape programming, photographic accessories, and equipment and materials.

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Letters of application should be sent to the Headmaster of a school whose further particulars are available. Giving details of qualifications, experience and names of two referees. Closing date, 5th May, 1978.

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of September, 1978, in
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Applications requiring acknowledgment and requests for forms and details should be accompanied by a stamped, addressed envelope.

Further details and application forms available from the Headmaster upon receipt of \$ A L.

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An American in Scotland

A profile of Dr Marinell Ash by Lynne Gladstone-Miller

History ought to be compulsory. History is very necessary for modern understanding. History should be taught in such a way that it loses its dull image. When you talk to Dr Marinell Ash, a BBC producer for Schools Radio in Scotland, strong views pepper the conversation. An American, she sees the Scottish approach to the teaching of history from the outside, and her comments are refreshing.

A Californian, Marinell Ash first came to Britain in 1961 to do a year of her American degree course at St Andrews University, and later she returned to do her PhD in Newcastle, with a thesis on the thirteenth century diocese of St Andrews. This led to a five year stint of teaching a basic introductory course of Scottish history at St Andrews University, and finally to her present job at the BBC. During her years here, she has not been impressed by the actual amount of Scottish history which the Scots know.

"Of the students I taught, I can only remember a handful of the Scottish ones who would admit to having done any Scottish history for their exams. They had done history, but not any Scottish history. With my American background, this horrified me. In California, and I think throughout the United States, the situation when I left was that state history, state government, American history and American government were compulsory for every child. There was a state syllabus, and the state published the textbooks, as well."

"The children of Scotland ought to be taught more Scottish history, perhaps in the first and second years of secondary school. A lot of environmental local studies are done in Scotland, but I would not like to see that take over from national history. People move around a lot—what happens when they move? A cultural and historical thing is happening to Scotland, and it would be unfortunate if the Scots were not able to cope with it because they did not have enough information about their own country and background."

It was important, however, to achieve the right balance of syllabus, looking back at her own schooling, Marinell Ash now realises that the concentration on American history was at the expense of studying the history of other countries. She also admits it was incredibly dreary. The country's history was gone through, presidency by presidency, date by date, and no one ever thought to point out to her that her own family was involved, which would have made it mean so much more to her.

"There is a lot to be said for freedom of choice of subjects, but on the other hand, if the syllabus can lead to problems. They can through three years studying the Vikings. They love the Vikings."

Syllabus apart, Marinell Ash was also concerned about the image of history. The dates and kings aspect of it had given it a dreary name, so much so that there was now even a disinclination to call it "history".

"Even in the Munn report the word history appears only once. It is called social studies, politics, economics, how we come to be the way we are, that sort of thing—anything as long as they don't use the dreaded word history."

Encouraging oral history in the classroom is another of Marinell Ash's ways of making history live. Her latest project, which is being planned in conjunction with Chambers, the publishers, and the Saltire Society, is a competition for the best tape-recorded programme done by children on a spoken history investigation of various aspects of the past.

Knowing the reputation that Scottish children have for being dull, I wondered if Marinell Ash found oral work with them an uphill task. When she was going round classrooms, did she, in fact, find Scottish children inarticulate?



Dr Marinell Ash

She believes the basic reason for studying history is that it is entertaining, and therefore it should be taught in a way that dispels this dull image. In her own approach to her radio broadcasts, she certainly practises what she preaches. In the autumn's primary series one set used "the family" as its main theme, taking three generations and working back from today. The teacher's notes contained in poster form a splendid family scrapbook of photographs with pictures of the Queen in her Jubilee year, back to the Beatles in their heyday, to bombing in Clydeside's granary "in service", and the Clydesiders' hunger march.

Another series designed for 11

to 13-year-olds followed the true story of the McCrackers, a Scottish family who emigrated to America in the eighteenth century. This not only dealt with the reasons for Scots leaving Scotland at that time, but gave a vivid picture of the way of life for Scots in America, even down to the actual recipe for cowboy beans, which were frequently eaten around the chuck wagon on a cattle drive.

Even if we assume that his arguments are likely to be implemented, we may be reassured by emphasis on "sympathetic understanding of the different cultures and races that make up our society", or "the internationalism of our world", or "awareness of the functioning of our democratic political system". Many history teachers will claim that these have long figured among their goals, whatever the interdisciplinary apologists say.

So if history is not explicitly mentioned in the Green Paper, need we be too anxious? We seem to have outrun the fears of the "history in danger" period of the last decade. Changes have occurred in recent years to check pessimism. But there is still reason for disquiet. One matter which has been underlined by the Great Debate and Green Paper—"core"—should remind us that the delineation of a clearly agreed and implemented core for history seems us far away as the middle ages.

It is no doubt true that difficulties of transition within an area and between different parts of the country in children's schooling should be minimised by clearer agreement on curricular purposes and patterns. But it is important, on other grounds, that we sort out what history is, what it should do—according to unambiguous procedures—and for our pupils, and present it convincingly to decision makers.

If we resist the need to agree, we should note the numerous heads, teachers and HMIs who are often used to assist memorization—lists, notes, tests—have crushing

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The heart of the matter

"... the delineation of a clearly agreed and implemented core for history seems as far away as the middle ages" writes Brian Cooke

The Green Paper may leave few crumbs of comfort for history teachers: is it another threat of second division status with prospects of retrenchment in staffing, resources and time as other areas are strengthened? It looks alarming, yet the views expressed in the document are not unanimously accepted, and publications of the sort are known to disappear.

Even if we assume that his arguments are likely to be implemented, we may be reassured by emphasis on "sympathetic understanding of the different cultures and races that make up our society", or "the internationalism of our world", or "awareness of the functioning of our democratic political system". Many history teachers will claim that these have long figured among their goals, whatever the interdisciplinary apologists say.

So if history is not explicitly mentioned in the Green Paper, need we be too anxious? We seem to have outrun the fears of the "history in danger" period of the last decade. Changes have occurred in recent years to check pessimism. But there is still reason for disquiet. One matter which has been underlined by the Great Debate and Green Paper—"core"—should remind us that the delineation of a clearly agreed and implemented core for history seems us far away as the middle ages.

It is no doubt true that difficulties of transition within an area and between different parts of the country in children's schooling should be minimised by clearer agreement on curricular purposes and patterns. But it is important, on other grounds, that we sort out what history is, what it should do—according to unambiguous procedures—and for our pupils, and present it convincingly to decision makers.

If we resist the need to agree, we should note the numerous heads, teachers and HMIs who are often used to assist memorization—lists, notes, tests—have crushing

effects for many children on their attitude to the subject.

Anyway, we must realize that there is no practical use for this. It may, of course, secure a competent CSE or GCE grade, but in itself it is unlikely to help the majority to make a living, or offer a desired social advantage—despite television games and pub quiz teams which thrive on historical knowledge. If historical facts are not generally among those in everyday use, why should they remain in the mind?

Another direction is needed. Consider the view that history involves the activities of historians in reconstructing the past, with regard to evidence. Such a view does not dismiss facts, for they are quintessential. But the emphasis is on ways of working, of investigating, interpreting and reporting. It means going to a variety of sources, literary, human and other; identifying problems and seeking explanations.

The activity is fundamentally cerebral. The professional historian is certainly assumed to be trained in methods of research, aware of the scope of his investigations, to possess maturity of reasoning and judgment, and sophistication in analysis. He visualizes alternatives and connections, and handles a multiplicity of variables and conceptual tangles.

The strength here is that, although philosophers may debate the nature of historical thinking and explanation, of uniqueness, covering laws, or colligation, there is much greater consensus among the professional historians about methodology than about content. Is it not here that our route to the core of history in schools should be sought?

The prospects of young children and adolescents working in accord with this definition of history frequently draw scepticism, if not horror. What chance have children who can barely read, or who have little (apparent) intellectual ability, of engaging in such pursuits? But



David I and Malcolm IV from the Kelso Abbey Charter. This is one of the illustrations from "The Wars of Independence and the Scottish Nation" by Ian Donnachie and Alasdair Hogg, especially designed for use in Scottish secondary schools. (Holmes McDougall Scottish Search series.)

there is information from schools, primary and secondary, that this style of work is possible and very worth while.

The approach, after all, based on history as a distinctive, disciplined study is that of inquiry, use of evidence and interpretation. It can be done at different levels, with variations in guidance and independence, in concreteness and abstraction, in volume and scope of evidence, and problems. The work is not simply information collecting and memorizing, but is a means of examining human situations in the past: events, developments, and people; motives, causes, actions and their consequences.

For pupils it involves thinking and understanding to get inside the situations, in exploring difficulties, dilemmas and decisions. Such activity should be preparation for dealing with their own lives.

In spite of the title "New History" which has been coined by some writers, in line with developments elsewhere in the curriculum, there is little that is new in this approach. Consult, for instance, Keatinge (1910) and Haggard (1928).

But its incidence has been low until recent years, and even now it has much ground to break. Just how many teachers embrace and work according to these principles is difficult to know; for many it is all quite revolutionary.

When this type of approach has figured explicitly in only rare instances in undergraduate courses in Britain there is caution, if not opposition, to its appropriateness at secondary levels. There are history teachers whose understanding of what it involves—at their own level as well as their pupils—is barely rudimentary.

But there is encouragement from influential quarters. University and college training shows change, and exams gladden many hearts when they identify skills and techniques, specify these in syllabuses, and in some cases on exam papers themselves. This certainly represents departure from traditional patterns where what is being tested is often a mystery: certainly to candidates, frequently to teachers and at times probably to examiners themselves.

continued on opposite page

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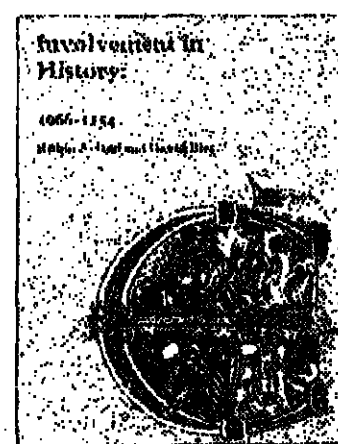
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Towards a fresh flowering

Sheila Sinclair reports on the recent conference for sixth-formers organized by the Society for Renaissance Studies

Did the scribe of the manuscript at Charlemaigne's court know that he was part of the Carolingian renaissance? Was the sculptor of Chartres aware that he was contributing to the twelfth century revival?

It seems unlikely; yet, living at the very inception of the Florentine renaissance, Marsilio Ficino could write: "No one who considers the wonderful discoveries of our age will doubt that it is a golden age... one that produces minds abundant."

How far, then, can we evaluate the age in which we live? The question became relevant at the recent annual conference, arranged for sixth-formers, by the Society for Renaissance Studies. (Renaissance here—and hereafter—refers to that movement which reflected the heart and mind of Europe in the fifteenth and sixteenth centuries, call it Florentine, humanist or what you will.)

The sixth formers, some 500 of them, came to hear from specialists about the shape which this phenomenon took in England. Many of them are taking renaissance topics for their A level examinations. When the evening history teachers were asked why they had chosen that course, most of them spoke of the strong sympathy between the age of the renaissance and our own. We, too, they said, are living in an age of abrupt changes in ideas, in values, in discovery and the arts; changes which are permeating the whole of society just as they did in Venice or Florence or Perugia.

Does that mean a renaissance is due? Looking at the concrete and plastic of the college which gave its hospitality for the conference, one hoped so, more fervently than ever. Perhaps the very seeds which are to link us with golden Florence are already germinating in English soil.

If they should flower first in England, many modern historians will be surprised for it has been fashionable to deny that England ever really enjoyed that renaissance or fostered a coherent movement of change, as other European places did.

The first speaker at the conference, Professor Patrick Collinson

continued from previous page
 Understanding and evaluating evidence, drawing inferences from it, synthesizing and imaginative exercises are emphasized, for example, in proposals for exam questions with the Schools Council Project History 13-16, and in AEP's *World History*. However, broadly speaking, skills and abilities may be stated, they represent a promising change of direction, which should be matched by developments in common 16-plus and CEE exams at least. Whatever the position of content there is here a chance of closer identity in terms of processes.

History is a discipline which includes skills, techniques, and ways of thinking and explanation associated with its particular methodology. It should not require a Bruner to tell us that the task is to sort out its disciplinary structure and sequence, and introduce it to pupils. The challenge is to establish clearly what its components are, and determine what progression is required.

We should seek to clarify what to expect of most pupils, at different stages in secondary education, in mastering and displaying various skills and abilities, rather than simply claim that they have "done" the Tudors or the Russian Revolution. Agreement will be elusive, and we have so far had little help (unlike colleagues across the Atlantic and other waters) from university historians.

At any chronological age, children will be developing abilities at different rates. A complex skill might be introduced to quite young children with careful choice of material and skilled teaching, but some pupils may never progress far over several years. Teachers' tasks in discovering what levels of thinking, applied to historical material, exist within a class—especially in mixed ability groups—are not easy.

of the University of Kent, dealt with this dilemma, in a detailed and efficient discourse, delivered at breakfast speed, which left his young audience both enlightened and unperturbed.

Answering the question, "What was the English renaissance?" he presented a movement which was, above all, an organic whole. In it he found a place for both "humanity" and English poetry for the language of More and Collet, as well as the language of Shakespeare. Those mid-century years of drabness, with not a golden mind in sight, did not, Professor Collinson maintained, deny the unity. They merely reflected the troubles of the Tudor monarchy at the time. And certainly, Florence herself had experienced tragedy in her own lifetime and economic disaster while Leonardo was still in his prime.

From a case based on literary evidence, the conference moved to one based on hydraulics: thus proving the broad, interdisciplinary interests of the society. The present chairman Dr Margaret Mann Phillips, is honorary lecturer in French at University College, London. Her membership is strong in linguistics, classicists and artists, and there are firm links with the Warburg Institute.

The hydraulics were set in context by Dr Roy Strong, director of the Victoria and Albert Museum. The "rebirth" of the renaissance, given on the merits of a 1,000-word essay on any aspect of the renaissance. The prize is a study fortnight in Venice, under escort and tutelage, to learn about the renaissance in its own primary sources. Another opportunity for sixth formers is an intensive reading course in renaissance subjects: to be repeated this year after last year's successful precedent at Villiers Park.

Provision for young people is not, however, the main reason for the society. It has been in existence for more than a decade, enjoying, inspiring and coordinating renaissance research. Lecturers and teachers and amateurs alike, in the several disciplines which connect with the renaissance, would do well to have more about the society. Inquiries may be addressed to the organizers of the conference, also the secretary of the society's activities: Mr Anthony Earl, Egham College, Mottisfont, London SE20 4JF.

The work of Hallam, Stones, Da Silva and others, whatever its limits and research design problems, underlines in general that the ability to think historically—in imagination, deduction, judgement in relation to evidence—follows a developmental sequence, and it is not until the age of 16 that pupils think characteristically at higher levels of abstraction, probably later than in other school subjects.

The paths for further systematic inquiry are clear. If we can decide a range of skills, techniques, sensitivities and responses which are to be a target for pupils at various points on the secondary school calendar, and direct at least part of public assessment to testing their mastery and development, then we should have moved far towards a persuasive case for history.

Brian Cooke is a lecturer in the School of Education, University of Exeter.

displaying the English equivalents, once gracing Richmond Palace gardens and Twickenham Park, before the ravages of the Civil War.

The final speaker of the conference, Dr Ann Barton of New College, Oxford, picked up the theme of renaissance drama. Under the title, "London comedy and the ethos of the City," she presented an original thesis with ancient resonance. Aristotle, she told us, said that tragedy was for the worse, comedy for the better, and comedy only for the city. And comedy, therefore, as regards both audience and setting—only for castles and palaces and the aristocracy, and comedy only for the city. The abundant evidence from English plays once again justified the message of the conference that there was, indeed, an English renaissance.

After all that, it may well be that some of the sixth formers will answer their A level questions with a new perspective. Yet that was not at all the point of the exercise. The Society for Renaissance Studies has no axe to grind in its work for the young. It is merely a place where the fruits of the renaissance, in its many guises, are shared and discussed. Besides these annual conferences, of which this was the fifth, the society maintains international links which give rise to the Glisburne travel bursaries. Londoners are given on the merits of a 1,000-word essay on any aspect of the renaissance.

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At Barnsbury School, North London two fourth year groups have been following The Schools Council History 13-16 Project. Mary Austin describes their progress

Putting it to the test

Two years ago our history department faced a number of problems. We needed to develop a course which could lead to both CSE and O level; which could be taught in very mixed ability groups; and which our fair number of "below" CSE pupils would find worthwhile as well.

Staffing problems and the size of the school made securing impossible, and as more pupils chose history as an option, our old solution of simply offering CSE to all was not acceptable any more. We were a small department—basically one and a half of a teacher—yet we wanted to develop our fourth and fifth year work and make it more like history in the lower school, where we emphasized use of sources, many outside visits and generally aim to give a sense of history as a living subject.

Developing a Mode 3 syllabus seemed impractical for so few of us, and did not have the advantage of putting us in touch with other people's ideas and experiences. Finally, we felt dissatisfied with existing exams which seemed only a number of the objectives we were trying to achieve.

We couldn't find any existing syllabus which met our needs, but we came across The Schools Council History 13-16 Project. Acting quickly, we set up a working party, and decided to go ahead with our fourth year groups—about 40 girls. These pupils take their exams this summer, so the comments which follow have the advantage of not being influenced by their results.

We began with the "History Around Us" unit. For a number of reasons—personal interest, geographical position, lack of time—change the study of church buildings and landmarks. I must admit to being a little disappointed that it was not more history students, but

to everyone's delight this proved to be one of the most enjoyable and memorable parts of the course.

It was an excellent start—all pupils regardless of ability were able to enjoy their visits and record them in some way, so everyone experienced success straight away.

As the teacher I found I got to know pupils I had not taught before very quickly, and as everyone (except one girl who disliked any out of school visits) looked forward to our trips so much, behaviour problems were few.

A very mixed group quickly welded into a unit. Travelling around London was in itself a valuable experience for pupils who quickly lost their confidence away from home ground, and planning their own visit at the end of the term reinforced this. To our surprise few pupils opted out or took advantage of opportunities to get "lost" on the way. Indeed, even on Friday afternoons we had difficulty in persuading some that it was time to go home. Holidays and family outings took on a fresh significance as pupils wanted to show off their newly acquired experience.

After Christmas we moved on to study "Medicine Through Time". Interest was high at first, and our pupils could hardly believe their eyes when first one, then two, and finally three brand new books arrived, enough for everyone to be able to have her own to take home. We had been used to sharing and making do; setting homework had often been a problem.

The high standard of the six course books we have used has given pleasure to girls and staff. Time I used to spend finding and duplicating resources has been available for thinking about how to teach topics, and there has never been any worry about the most able pupils who have always had more than enough material and plenty to do. For the first time I have felt

resources were adequate, and the project should help history teachers to argue for better provision for examination groups.

We found, as I think many schools have, that medicine took longer than the one term allocated. Teachers need to predigest the material, and we found that sections of the texts had to be adapted for the less able. But the idea of development did get across to everyone; there was plenty of discussion; and I was pleased early on when someone said "It's all why in this lesson."

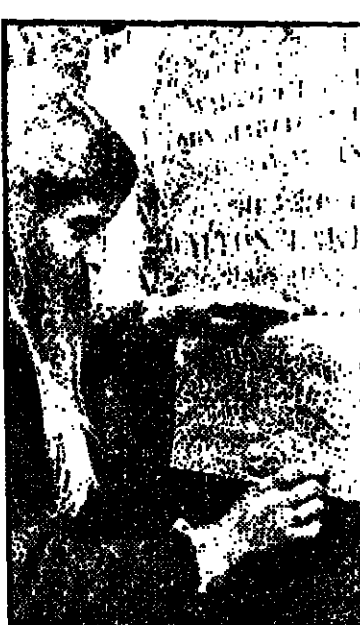
Fourth year exams intervened at this point, and I decided to spend what was left of the summer term introducing the "Modern World Studies" and tackling the three weak diaries of world affairs pupils have to complete. Despite valiant efforts by parents, who changed their newspaper or agreed to forgo a favourite television programme, by our MRO, who recorded news bulletins and other programmes; by our librarian, who displayed relevant cuttings and helped girls to find their way round the unfamiliar territory of *The Times* or *Daily Mail*, this part of the course was a disaster.

Even with "action replay", most pupils found foreign news reporting of any kind quite impossible to follow—it was either too fast or too slow, or too much background knowledge. Perhaps the summer was a bad time. In future we intend to wait until after the two world studies have been done. But I have reservations about how realistic this demand is, especially for CSE candidates.

This is not to say that the idea behind the Modern World Study units—that pupils look at the historical background to world problems—is a washout. We studied the Arab-Israeli conflict just before the Suez initiative, and all the pupils were gratified when they found something in the news they recognized and felt familiar with. It never used to know what they were on about was a common phrase at this stage of the course.

The pity was that instead of being able to follow current developments, we had to turn to turn to second hand news. The idea of Communist China, just when events in the Middle East were hitting the headlines. Perhaps because of this, perhaps because I had taught this topic before on the traditional syllabus, perhaps because news from China was scarce, and partly because the Schools Council book takes a more narrative approach, this topic seemed to go less well.

Pressure of time was an important factor here. We had neither the emotional nor the physical energy left after coming to terms with the Arab-Israeli conflict to launch ourselves into another topic of such proportions. In future we will look again at timing; the publishing programme gave us little flexibility first time round.



At work taking a rubbing in St Mary's churchyard.

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This brings me to the present term. We had the "Study in Death" left to tackle, and chose the American West. The discovery that the CSE exam (but not the O level) is in April, meant that one and a half terms' work has to be squeezed into one very short term. A pity, as the pupils are interested and would like time to linger a little, read more widely, and explore their own ideas for course work, as is the intention behind a study in depth.

Instead, we hasten unduly to finish the syllabus, and I find myself reflecting that I seem to have been here before.

The straitjacket of the looming exam remains, indeed, the fact that the exam is "better"—more closely related to clearly stated objectives—seems to exacerbate this. Most of the problems we have found are linked with the final exam.

Pupils joining the course, late, or transferring from another school, missed the "History Around Us" unit and approach the exam many marks down. Pupils who were ill for any length of time, or whose families went abroad for a few weeks have felt daunted by the amount missed.

Even occasional staff absences through illness or attendance at courses seems to damage pupils' chances in an exam which gives little choice and assumes that all have covered everything.

We welcome the unseen method paper where pupils work from sources, and like the approach of the other paper which seeks to test understanding and analysis as well as factual knowledge, but the least able candidates have no easy options and the more able may find their weaknesses rather than their strengths exposed.

Paradoxically, the very thoroughness and precision of the exam tends to limit the scope for flexibility and individuality on which both good teaching and good learning depend. Pupils, their parents and staff have enjoyed the course and worked hard; what a pity we can't approach the coming exams with confidence and open arms!

Mary Austin is head of the History Department, Barnsbury School, N. London.

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required from 11:00
returnable at 5:00 on 10-1-68
code EXT. 5111

ESSEX
HUNTER PARK SCHOOL
Luthersburg Road
New Island, SSN 7AA
Canvey Island N157 R
(Holl 1,200)

second of this last term.
The Music teaching staff
started for September, 1944.
Opportunity in work
and vocal and instru-
mental groups. It could be a
valuable first opportunity
in vocal forms and in
particular may be ob-
tained from the Head of the
to whom completed
the form should be
sent (S.A.I., 1944).

On September, 1978, a
TEACHER of English, 30
to a lively and enthusiastic
Special interest in
advantage, but opportunities
personal special listed
interests. State applicant.

LIVERPOOL
THE HILL BOYS COUNTY
WINDYBANK S.I. SCHOOL
 Windy Road, Liverpool
 L7 6UN
 Wire immediately
URGENT for MUSIC.
 1-2 Scale 2 available
 suitably qualified and
 trained applicant.
 Salary obtainable from
 £2.1 and returnable by
 12.5 to the Headmaster.
 Write ref. 624111.

ON
COMPREHENSIVE
London Road, London, N.W.1
Director, Mr. L. Glatoff, B.Sc.,
DEPARTMENT
REACHED required for Sep-
1978, at 15th night (4th
juniorly aided school)
Applications to Mr. Nathan
I.C.I.B., Hon. Correspondent,
N.S. Comprehensive School,
London Road (Corner of Tot-
terton), London, N.W.1

YORKSHIRE
COUNCIL
EDUCATION DEPARTMENT
HIGHER SCHOOL
10, Lonsdale, Huddersfield.
N16 5SD
(430 Mixed)
From September 1978.—
MUSIC—string played
apply to the Head Teacher
above address, enclosing
for further particulars and
on forms.

For the above posts will
 \$10.00 for a month.

to "A" for an unavail-
cher.
gion forms and further
(A.A.P.) available from the
Education Officer, Bloom-
County Hall, Northampton,
Northants NN1 2AF, to whom
all forms should be returned
10 days of the insurance
advertisement.

1. *Phragmites australis* (Cav.) Trin. ex Steud.

to receive applica-
who are qualified in

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scale 1 post in the

please write to the
87, The County Hall,
the application is for
are welcome to tele-

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1. The following information was obtained from the records of the U.S. Army, Department of the Army, Washington, D.C., 20315, dated 10/10/50, and 10/11/50, and 10/12/50, and 10/13/50, and 10/14/50, and 10/15/50, and 10/16/50, and 10/17/50, and 10/18/50, and 10/19/50, and 10/20/50, and 10/21/50, and 10/22/50, and 10/23/50, and 10/24/50, and 10/25/50, and 10/26/50, and 10/27/50, and 10/28/50, and 10/29/50, and 10/30/50, and 10/31/50, and 11/1/50, and 11/2/50, and 11/3/50, and 11/4/50, and 11/5/50, and 11/6/50, and 11/7/50, and 11/8/50, and 11/9/50, and 11/10/50, and 11/11/50, and 11/12/50, and 11/13/50, and 11/14/50, and 11/15/50, and 11/16/50, and 11/17/50, and 11/18/50, and 11/19/50, and 11/20/50, and 11/21/50, and 11/22/50, and 11/23/50, and 11/24/50, and 11/25/50, and 11/26/50, and 11/27/50, and 11/28/50, and 11/29/50, and 11/30/50, and 12/1/50, and 12/2/50, and 12/3/50, and 12/4/50, and 12/5/50, and 12/6/50, and 12/7/50, and 12/8/50, and 12/9/50, and 12/10/50, and 12/11/50, and 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50. WILLIAMS SCHOOL,
BOSTON
CLASS OF 1961
CLASS OF 1961, Preparatory School for
Boys and Girls.
Required in September 1978, to
TEACH in the 1978-1979 SCHOOL
YEARS in Middle and Senior Schools
including Freshmen to help with
PHYSICAL EDUCATION, "Swimming
and Games."
Apply to the Headmaster giving
current address and the names of
two referees.

ESSEX
PARK SCHOOL FOR GIRLS
Independent Grammar School with increasing facilities, expanding rapidly—requires full-time qualified teachers for vacancies:
1. (1) HISTORY to "O" and levels.
2. (2) ENGLISH to "O" and levels.
3. (3) FRENCH with Establish.
4. (4) PREPARATORY class (10-11; non-year-olds).
Salary negotiable with excellent

of allowance for dependant bread
winners for a suitably educa-
ted person.

Telephone Headquarters 61-
571 2300, or write 20, 22 Park
Avenue, Wurd, Essex.

ESSEX
Required in September, 1978
Resident qualified FLACIUR, app
style mail houses for FLINNA
SUBJECTS in Acts 110 in 1

years: thorough, able, govern-
ment Superintention Scheme.
Assistance with superintend-
ence in Senior School certificate
and help with work on asset.
Apply The Headmaster, Bristol
School, Bristol, Glos GL2 1JY

[illegible]

HERTFORDSHIRE
SILVERHANDSWOOD SCHOOL
Wolverhampton City
First/second co-educational day and
boarding
Interviewed in September a TEACHER
who has been principal assistant with
BOYS' GAMES in addition to teaching
in two of the following subjects:
SCIENCE, MATHEMATICS, SCIENCE,
ISLANDS, ECONOMICS, BUSINESS,
and Scale plus **Foreign Languages**
Accommodation may be available
Apply with details and names of
two referees to the headmaster.

ISLE OF WIGHT
MYDE SCHOOL

LONDON
ISTBROOK PLACE SCHOOL
Clarence Lane, London SW15
Demonstration School of the
London Education Authority

Recruited in September at this
educational day and boarding
school:-
(1) Qualified TEACHER of CLASS
MUSIC from age 6 to 10 level
standard.
(2) Qualified PART-TIME TEACHER
of ART to 10 level standard.
Barham Stuls and Supernu-
tion.
Applications in writing with cu-
ricular vitae, testimonials and two
references to Headmaster.

JOHN WYCLIFFE SCHOOL
West Dulwich, S.E.21
Required immediately for the Summer Term (with possibility of permanent position), woman TEACHER to take first and second year forms in **ENGLISH, HISTORY and GEOGRAPHY**. Ability to help with girls' tennis and athletics essential.
Bursary Scheme.
Apply Headmaster giving full details and names of two referees.
LONDON, S.W.1

NORW HOUSE SCHOOL
22/24 Peel Street
Recognized lay-run Catholic
Independent School for Girls
ages 11 to 18
Required for Semester ONAD
ATE to teach MATHEMATICS &
GENERAL SCIENCE to 11 to 12
year-olds. This is a new post
resulting from the expansion
School teaching in the
Burnham area. Inner Lond.
allowance and Government sub-
sidization.
Applications with curriculum
vitals and names of two referees

SUFFOLK
ALL HOLLOWAY SCHOOL
Bitchingham, Bungay
Independent girls' school in
equity about 15 miles from Nor-
wich and two miles from Bungay.
Requires, in September, a F.A.C.S.
and a certificate to cover the fol-
lowing "A" level courses:
SPANISH
FRANCE (literary only),
HISTORY OF ART.
Candidates able to offer these sub-
jects as a combination of two
them with a further option in, as
a two-year Spanish course in, a "O

level of the General VI Course will be considered. Full or partial appointments will be made, depending on the field. Interest in teaching small tutorial groups of up to six and in the general education of sixth form students is important as is an appreciation of the role of this small Anglican boarding school and willingness to extend beyond the classroom.

The vacancy has arisen through the retirement of a member of staff to university and to further work on adult farm courses and pilot

SURREY
ST. TERESA'S CONVENT
Grave House Junior School
Disfranchisement Independent Day
Recreation Meeting September
Reading Class TEACHER for next
year please.
Applications to Miss Mairmont,
giving details of age, experience &
qualifications, send names of

11/10/2009

ilea INNER LONDON
EDUCATION AUTHORITY

HACKNEY COLLEGE
Department of Marine Engineering
Head of Department
of Marine Engineering
GRADE V, required as soon as possible

level and the Marine Engineer Cadet Training Scheme, Phase III Course. It has been proposed that responsibility for the cadet work should shortly transfer to another department. Applicants should be in possession of a degree or equivalent, hold a Department of Trade First Class Engineer's Certificate of Competency and be Corporate Members of the Institute of Marine Engineers. They should have had Administrative experience in a College Department and in the operation of an engine room. Salary in accordance with the Burnham (F.E.) report on a scale of £10,000 to £12,000 per annum.

 **BRADFORD
COLLEGE**
Applications are invited for the following post :—

FABRICATION, WELDING & METALLURGY

The successful candidate will be appointed on the Principal Lecturer's Scale: £5,040-£8,542 (bar) £7,578, plus the supplements of £312 and £180 p.a.

Bournemouth and Poole College of Further Education
Department of Social and Community

**Lecturer Grade II in General Studies
and/or Communication Studies**
To be responsible for this work primarily on the
Bournemouth sites of the College and for the
servicing of these subjects to other departments.

**Lecturer Grade I in General Studies
and/or Communication Studies**

General Studies and Communications fields be prepared to teach to courses from a wide variety of disciplines.

Salary Range: Lecturer Grade I, £2,468-£4,377, plus supplement of £444-£492 per annum.
Lecturer Grade II, £3,278-£5,493, plus supplement of £465-£492 per annum.

Further details and application forms, which should

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Salary range Lecturer I: \$4,005 (inclusive of 1977 pay supplemental).
This scale has been taken into the 1977 award and no salary range determined by a salary survey and experience.

Application forms and details may be obtained from Principal, Murray College of Arts, 1100 Broadway Road, Fairfield, CT 06424. Tel. 786-1100.

Oxfordshire

SHEFFIELD EDUCATION

Granville College
Granville Road, Sheffield, S2 2RL
(Telephone 70271)

Department of Vehicle Engineering, Transport
Management and Electrical Studies
Required for 1 September, 1978. Two

**Lecturers Grade I
in Electrical Studies**

Applications are invited from suitably qualified persons to teach Electrical Craft and Electrical Installation students on block release and day release courses. Applicants should be well qualified, with good industrial experience and preferably be teacher trained. Salary Scale: Lecturer Grade I within the range £2,489-£4,377 per annum plus (i) £312 and (ii) £132-£180 annual salary supplements. Application forms, together with further particulars are obtainable from the Chief Administrative Officer (Education) and must be returned to the College within 10 days of the appearance of this advertisement.

County of Cleveland**KIRBY COLLEGE OF
FURTHER EDUCATION**
DEPARTMENT OF GENERAL STUDIES

Applications are invited for the following post from
1st September, 1978:

**LECTURER I for SLOW
LEARNERS COURSES**

Applicants should be trained teachers with substantial experience of E.S.N./Remedial work with older pupils and prepared to be responsible for the organisation and basic teaching of full-time and part-time courses for school leavers.
Salary: £2,913-£4,869.
(placing within the scale according to qualifications and experience).
Application forms and further details may be obtained from the Principal, Kirby College of Further Education, Roman Road, Middlebrough, Cleveland TS5 5PJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Redbridge Technical College

Little Heath, Romford, RM6 4XT
Tel.: 01-599 5231

Principal: A. G. Hall, B.Sc. (Econ.),
D.P.A., F.C.I.S., Cert.Ed.

Required from 1st September, 1978.

LECTURER I**in
MATHEMATICS/
COMPUTER SCIENCE**

Further particulars and application forms may be
obtained from the Principal at the above address.

Devon Education Committee**North Devon College**

Principal: G. F. Hird, J.P., M.A., M.B.I.M.

Applications are invited from men and women for
the following posts to date from 1st September:

Lecturer Grade I in Shipbuilding
Senior Lecturer in Food and Fashion
Lecturer Grade II/Lecturer
Grade I in Catering [2 posts]
Lecturer Grade II in Hairdressing
Lecturer Grade I in Hairdressing
Lecturer Grade II in Adult
Education and Staff Development

The College, which is located in one of the most
attractive areas of the county, was approved as a
tertiary college by the Department of Education and
Science in 1968. It now has 1,000 full-time students
mainly aged from 16 to 19 and a range of block
release and other part-time courses.
The salaries for the above posts are in accordance
with the Burnham F.E. Report.

Further particulars
and forms of applica-
tion can be obtained
from the Principal,
Barnstaple, Devon.

**South East London College**

setec

DEPARTMENT OF ACADEMIC STUDIES**Lecturer I in English**

(Ref. AS 16)

To develop two-year G.C.E. 'O' level English Language courses
and assist in remedial language work with 'A' level students.
Applicants should hold a degree and either hold a
teaching qualification or have had teaching experience.

**DEPARTMENT OF COMMUNICATION
AND LIBERAL STUDIES****Lecturer I
in English as
a Foreign Language**

(Ref. CLS 31)

Applicants should have a recognised TEFL qualification and
be able to teach at all levels from beginners to proficiency.
Experience with JMB French examination courses would be
an advantage. Work will be based at the Downham Branch
of the College but some may be at Lewisham Way, and at
Canford in the evenings.

**Lecturer I for ESN
Students**

(Ref. CLS 32)

To help set up and be responsible for a new two-year full-
time general course for small number of ESN(S)
students. The purpose of this course is to provide the
students with opportunities to develop social and life skills
in a less sheltered environment.
Applicants should be qualified in this area of work and
have relevant practical experience.

**DEPARTMENT OF HOTEL
AND CATERING STUDIES****Lecturer I in
Professional Cookery**

(Ref. HCS 27)

To teach professional cookery to craft students on full-time
and part-time courses.
The work of the Department includes the Ordinary National
Diploma in Hotel and Catering Operations, City and Guilds
765 General Catering Certificate and 706 Cookery Certificate.
Relevant qualifications are essential together with first
class industrial experience. Teaching experience in Further
Education is desirable. Expertise in further work would be
an advantage.
Salary scales in accordance with the Burnham (F.E.)
Report.
On an incremental scale within the range £2,469-£4,377 plus
£402 Inner London Allowance and supplement of between
£44 and £492, starting point depending on qualifications,
training and experience.
Assistance may be given towards household removal ex-
penses.

ile

Application forms, returnable within two
weeks of the date of this advertisement,
and further particulars from the Senior Ad-
ministrative Officer, SETEC, Lewisham
Way, London, SE13 1UT. It is essential to
quote the correct reference number.

BERKSHIRE**LANGLEY COLLEGE OF
FURTHER EDUCATION****Lecturer Grade I in Hairdressing****Lecturer Grade I in
Home Economics**

(Temporary post for one year).

Lecturer I in Chemistry and/or Physics**Lecturer I in Brickwork**

Applications are invited for the above posts commencing
on 1st September, 1978. Applicants should possess
suitable professional qualifications and preferably a
teaching certificate.
Salary Scale £3,063-£5,019 inclusive of London Allow-
ance (Under Review).
Berkshire has a scheme for assisting with removal
expenses.
Further information and application forms from: The
Principal, Langley College of Further Education,
Station Road, Langley, Slough, Berks. Please enclose a
stamped, addressed envelope. Closing date:
10 May, 1978.

**STATES OF JERSEY
EDUCATION COMMITTEE
HIGHLANDS COLLEGE OF
FURTHER EDUCATION**

Principal—C. W. Schofield, BSc, FIMA, FCSI, FRSH

Applications are invited for the following new posts avail-
able from 1st September, 1978, at this expanding College
of Further Education. Work at all levels from link courses
to H.N.C.

BUSINESS & MANAGEMENT STUDIES
Lecturer II in Accountancy—with experience in auditing,
taxation or trust work.
Lecturer I in Financial Studies—including book-keeping,
business calculations, commerce and economics.
CATERING & COMMUNITY STUDIES
Lecturer I in Hotel & Catering Operations. To work with
O.N.D., craft courses and Hotel Receptionists.
ADULT EDUCATION & GENERAL STUDIES
Lecturer I in English & General Studies—Preferably ex-
perienced with craft students.
ENGINEERING & CONSTRUCTION
Lecturer I in Fabrication & Welding.
HORTICULTURE & AGRICULTURE
Lecturer I in Horticulture.

South Cheshire College

Senior Lecturer **BUSINESS STUDIES**
Senior Lecturer **SECRETARIAL STUDIES**
Senior Lecturer **ENGLISH LANGUAGE &
COMMUNICATION
STUDIES**
Senior Lecturer **MOTOR VEHICLE WORK**
Senior Lecturer **VEHICLE BODY WORK**
Lecturer II **ACCOMMODATION
OPERATIONS**
Lecturer II **SOCIAL CARE**
Lecturer I **PSYCHOLOGY & SOCIAL
WELFARE**
Lecturer I **BEAUTY CULTURE &
HAIRDRESSING**
Lecturer I **APPLIED SCIENCE FOR
HAIRDRESSING**
Lecturer I **FOOD & BEVERAGE
SERVICE**
Lecturer I **SECRETARIAL/STUDIES**

The College,
Dane Bank Ave.,
Crawe,
Telephone: 69133

**NATIONAL REHABILITATION BOARD
DUBLIN COLLEGE OF SPEECH THERAPY**

Applications are invited for the post of:—

Lecturer

at Dublin College of Speech Therapy, 129 Marston Road,
Dublin 4, which provides a full-time, three-year course for
students taking the diploma of the London College of
Speech Therapists.

The salary scale for the post is £3,800 x five increments
to £4,588.

An additional allowance of £200 per annum at all points
of the scale will be allowed to holders of the Diploma in
Teaching of Speech Therapy or to a holder of a Master's
degree in Linguistics or other postgraduate qualification
relating to Speech Therapy.

A Contributory Superannuation Scheme is in operation.
Entry point on the scale will be determined in the light of
qualifications and experience.

Application forms available from:—

The Secretary
National Rehabilitation Board
24/25 Clyde Road, Dublin 4

Note: Negotiations are presently taking place which, if
they are successfully concluded, will result in speech
therapy students becoming students of Trinity College,
Dublin, reading for a degree of the University of Dublin.

**KENT County Council
Education Committee****South Kent College of Technology**
(Ashford, Dover, Folkestone)**Head of
General Education**
DEPARTMENT Grade 4

Applications are invited for the above post which
becomes available on 1st September 1978.

The Department offers full-time and part-time
courses to G.C.E. Advanced Level and is re-
sponsible for Liberal Studies throughout the College.
Applicants will be required to have appropriate
academic/professional qualifications and ex-
perience of administration in Further Education is
essential.

Assistance with removal expenses given in
approved cases.

Application forms and further particulars can be
obtained from: The Principal, South Kent College
of Technology, Jemmett Road, Ashford, Kent.
Telephone: 24513.

Closing date for applications, 2nd May, 1978.

**North Oxfordshire Technical College and School of
Art, Broughton Road, Banbury, Oxon OX16 9QA**
Required from 1st September:**(1) Lecturer I Mathematics**

A graduate qualified Teacher with teaching experi-
ence at 'O' and 'A' level. Preference will be given
to candidates who can also offer some science teach-
ing.

(2) Lecturer I P.E.

The College wishes to appoint a person to develop
P.E. and sports provision for full-time and part-time
students.

**(3) Lecturer I General Studies
with English**

A qualified graduate Teacher required, preferably
with teaching experience in Further Education.
The successful applicant will be one of a team work-
ing with craft and OND students and developing
new syllabuses for TEC and BEC courses.

(4) Lecturer I in Mathematics

(temporary for one year in place of a teacher on
secondment). The post entails teaching at all levels
from Basic Numeracy to Advanced level Mathe-
matics. The majority of work will, however, consist
of second and first year 'O' level groups. The
College is a member of an 'O' level mode 3 Con-
sortium and the person appointed would be expected
to be an active participant in the work of the Con-
sortium. There is also an extensive Basic Mathe-
matics programme and a willingness to take an
active role in the development of this area would
be a further advantage.

Salary: Lecturer 1, £2,913 to £4,869.
Application forms and further particulars from the
Principal at the above address.

Oxfordshire

County of Cleveland

HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: C. C. Doran, B.Sc., M.Inst.M.C., Cert.Ed

**APPOINTMENT OF
SENIOR LECTURER
DEPARTMENT OF ENGINEERING**

Applications are invited for the post of Senior Lecturer
to teach Electrical/Electronic Engineering subjects in
Technician and Higher Technician Education Council
courses. Experience in the submission and adminis-
tration of these courses is desirable. Applicants should
possess, as a minimum qualification, a Degree in
Electrical/Electronic Engineering together with good
practical and administrative experience.
Further details and application forms may be obtained
from The Principal, College of Further Education, Stockton
Street, Hartlepool, Cleveland, to whom completed appli-
cation forms should be returned within 14 days of the
appearance of this advertisement.

ile
INNER LONDON
EDUCATION AUTHORITY**Southwark College**

The Cut, London SE1 8LE

Applications are invited for the following posts, vacant mainly
owing to expansion and the promotion or retirement of their
present holders:

SENIOR LECTURER IN ENGLISH as a FOREIGN LANGUAGE,
to teach at any level from Beginner to Cambridge Proficiency,
and to act as deputy to the Head of Department.

SENIOR LECTURER IN MATHEMATICS and/or PHYSICS from
preliminary to G.C.E. Advanced level, and to assist the Head
of a Department with a responsibility to develop Computer
Appreciation Courses.

LECTURER GRADE II IN ART, to take responsibility for PAINT-
ING and DRAWING for Ordinary and Advanced level G.C.E.,
vocational and recreational classes in large and well-equipped
studios.

LECTURER GRADE II IN BUSINESS STUDIES, to lead the BEC
National course team in a challenging period of reorganisation
and curriculum development.

LECTURER GRADE II IN HOME ECONOMICS and DRESS to
take responsibility for Ordinary and Advanced level, vocational
and recreational classes.

LECTURER GRADE II IN SOCIAL WORK EDUCATION, to
organise the O.C.E.T.S.W. In-Service Study Scheme for Residen-
tial and Day Care Staff.

**LECTURER GRADE I IN SCIENCE for FIRE TECHNOLOGY and
HEALTH and SAFETY COURSES**. Applicants should be qualified
in science or engineering and willing to adapt their specialised
knowledge to the needs of a wide variety of vocational courses.

**LECTURER GRADE I IN SOCIAL and COMMUNITY WORK EDU-
CATION**, to facilitate and develop educational initiatives both
within the college and in the community context.

Salary scales are in accordance with the current Burnham
(F.E.) Report (under review), on incremental scales within the
range:

£3,031 to £5,955 (Senior Lecturer)
£3,279 to £5,493 (Lecturer Grade II)
£2,489 to £4,377 (Lecturer Grade I)

plus up to £492 supplement and £402 Inner London allowance.
The starting point depends on training, qualifications and experi-
ence. Assistance may be given towards household removal
expenses.

Further details and application forms are obtainable
from the Senior Administrative Officer of the College
(Tel.: 01-928 9501), returnable by 12 May, 1978.

MERTON TECHNICAL COLLEGE**SENIOR
LECTURER
in
CATERING**

Details and application form from Chief Administrative
Officer, Merton Technical College, London Road,
Morden, Surrey, returnable as soon as possible.

R. Greenwood, M.A., F.R.S.A.,
Director of Education and
Clerk to the Governors.

LONDON
BOROUGH
OF

MERTON

MERTON TECHNICAL COLLEGE**PRINCIPAL
LECTURER
in
ENGINEERING
(MECHANICAL BIAS)**

Details and application form from Chief Administrative
Officer, Merton Technical College, London Road,
Morden, Surrey, returnable as soon as possible.

R. Greenwood, M.A., F.R.S.A.,
Director of Education and
Clerk to the Governors.

LONDON
BOROUGH
OF

MERTON

**LANCASHIRE
COUNTY COUNCIL
BLACKPOOL COLLEGE OF
TECHNOLOGY AND ART**
Ref. P17**Senior Lecturer
in Food Preparation**

To take charge of a food preparation team of 12
lecturers teaching on courses ranging from full
and part-time craft courses through to H.N.D.
Hotel and Catering Administration.
The appointment is vacant from 1st September,
1978.

Further details and application form from: The
Principal, Blackpool College of Technology and
Art, Ashfield Road, Bispham, Blackpool, Lancs.,
to be returned by 12th May, 1978.

**KENT County Council
Education Committee****South Kent College of Technology**
(Ashford, Dover, Folkestone)

Applications are invited for the following posts;
appointments to be made from 1st September, 1978.

BUSINESS STUDIES DEPARTMENT

Lecturer Grade I in Typewriting, Shorthand, and other
Office Arts subjects.
Lecturer Grade I in Book-keeping/Accounts to BEC
National Level; ability to offer Economics, Law or
Office Administration/Industrial Relations an advan-
tage.

Lecturer Grade I in Communication, with ability to
offer Commerce or Office Practice.
Lecturer Grade I in Business Studies subjects, with
experience in Freight Forwarding.

CONSTRUCTION DEPARTMENT
Lecturer Grade I for the Painting Section of the De-
partment to teach Craft and Advanced Craft Appren-
tices, T.O.P.S. Trainees, and Link students from local
schools.

ENGINEERING DEPARTMENT
Lecturer Grade I in Electrical Engineering to teach
electrical and associated subjects at technician and
craft levels.

GENERAL EDUCATION DEPARTMENT
Lecturer Grade I in Mathematics, Physics and Com-
puting, to teach at least two of these subjects to
G.C.E. 'A' level. Some work will be within the Con-
struction Department.

HEALTH FOOD and FASHION DEPARTMENT
Lecturer Grade I to teach professional cookery to
C.G.L.I. courses 706-1/2 and general catering courses.
Good industrial experience essential.

Lecturer Grade I in Hairdressing to teach Ladies and
Gents Hairdressing to advanced level.

An opening for a young teacher keen to promote
modern methods of styling and completion techniques.

Applicants will be required to have academic professional or
craft qualifications together with teaching and/or industrial/com-
mercial experience according to the subjects taught. Additional
increments can be awarded for qualifications and appropriate
industrial/commercial experience.

Assistance with removal expenses given in approved cases.
Application forms and further particulars can be obtained from:
The Principal, South Kent College of Technology, Jemmett Road,
Ashford, Kent. Telephone 24513. Please state by which post
you are applying in a covering letter.

Of about 350 acres.

Over the past years have occurred in the Institute the persons appointed will work with integrated multi-disciplined team of teachers workers in the treatment and training under supervision of the Director, who will be a qualified person. These boys have usually been unable to accept open situation and present many behaviour problems. The teacher appointment will be required to be a person with a degree in the field of Science programme with opportunities for the of Environmental Studies. This is a sound open a teacher with some experience, ability and experience in the field of Environmental Studies. For the social worker post qualifications and a residential child care would be advantageous to the enthusiasm and ability to offer and develop.

Accommodation for both posts comprises two bedrooms, centrally heated, unfurnished garage (available for married persons) at an income of £100 per annum.

Accommodation for single persons comprises quarters at a moderate rate.

Leave entitlement for each post—eight weeks including Bank Holidays.

Salary: Superintendent Scale 1 + £312 2 Supplements + £875 extraneous duty allowance Community Schools allowance + Special Unallowable per annum (£2, N.J. Job Allowance £350) £312 2 Supplements and £875 Unallowance, London, Weighting allowance if of £100 per annum.

Applications: For further information obtain Application forms and further information obtain from the Director, Institute, A.S. Board.

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH (CAMEROON)

Ecole Normale Supérieure, Yaoundé.
Duties: Teaching English and Methods of TEFL; supervision of teaching practice; participation in setting and grading examinations.
Qualifications: Degree, teaching qualification (including a significant TEFL/TESL component or a general teaching qualification in TEFL/TESL or Applied Linguistics) and two years' experience in a relevant overseas country.
Salary: £4,689-£5,618 p.a. plus 10% inducement allowance.
Benefits: Personal and children's allowances; free furnished accommodation; two-year contract. 78 TT 2

2 ENGINEER/SUPERVISORS (GERMANY)

British Council Languages Centres, Munich and Hamburg. Required preferably by June, 1978.
To be responsible for the operation and maintenance of colour CCTV equipment and audio recording studios and to assist teachers in the technical aspects of producing programmes for CCTV and the language laboratory.
Qualifications: Candidates should have HNC or Final City and Guilds (Telecommunications) Certificate and have at least five years' general all-round working experience in broadcasting or CCTV engineering and production. Colour TV experience desirable. Some knowledge of German useful.
Salary: £6,210-£7,054 tax free.
Benefits: Personal and children's allowances; accommodation allowance of £2,300 (single) or £2,900 (married accompanied); employer's share of national insurance and superannuation; travel and baggage; two-year Sub-Formula contract, renewable. 78 UO 92-93

TEACHERS OF ENGLISH (GERMANY)

British Council Teaching Centres, Munich and Hamburg. Required from 1st September, 1978, to teach English as a Foreign Language for 23 hours weekly at levels from beginners to advanced.
Qualifications: Degree in English or Modern Languages; TEFL or TESL experience; post graduate qualification or PGCE desirable; ESP experience particularly valuable. Single candidates only or married couples (without children) both qualified to teach.
Salary: DM 1,848.60 per month (£487 at current rate of exchange).
Benefits: 40 days annual leave; Christmas and leave bonuses; installation grant of £200.
Applicants who responded to advertisement in TES of 10 March and TES of 17 March will be considered if and need not apply again. 78 UO 20-25 (Munich) and 78 UO 70-81 (Hamburg)

HEADMASTER AND 6 SECONDARY SCHOOL TEACHERS (TURKEY)

English High School for Boys, Istanbul. An independent day school of 340 pupils aged 11-19. Required for September, 1978.
Headmaster with Degree and teaching diploma. Five years' experience as head of department or assistant head in large school essential. Age 35 plus.
Head of English with Degree. Five years' varied teaching experience essential. TEFL qualification desirable. Age 28 plus.
Head of Mathematics with Degree. Five years' varied teaching experience essential. Age 28 plus.
In addition there are four teaching posts as follows:
2 English Teachers: Degree and two years' experience essential. One post requires TEFL qualification.
Physical Teacher: Degree and two years' experience to 'A' level required.
Physical Education Teacher: Diploma in physical education and two years' experience essential.
Salaries: All on appropriate Burnham scale.
Benefits: Rent and baggage allowance; free medical treatment; entertainment allowance for Headmaster's post. Two-year contracts, renewable. 78 US 81-87

SECONDARY SCHOOL TEACHERS (TURKEY)

English High School for Girls, Istanbul. An independent day school of 175 pupils aged 11-16. Required for September, 1978.
Assistant Teacher of English: Degree and teaching certificate. Two years' teaching experience essential. TEFL experience desirable. Female only.
Assistant Teacher of Mathematics: Degree and teaching certificate. Two years' teaching experience essential. Female only.
Salaries: Burnham equivalent.
Benefits: Rent and baggage allowance. Free medical treatment. Two-year contracts, renewable. 78 US 38-39

LECTOR IN ENGLISH LANGUAGE (YUGOSLAVIA)

University of Ljubljana.
Duties: To teach English Language to university students of English.
Degree and some experience in TEFL at tertiary level essential. TEFL qualification (minimum RSA or PGCE with TEFL element) desirable.
Salary: A local salary of between 5,000 and 6,000 New Dinars per month (present rate of exchange 2/ND31.42). This salary is non-convertible. In addition, an annual subsidy of £1,244 is paid into the lecturer's UK bank account by the British Council.
Benefits: Free medical service; employer's portion of superannuation, if applicable. One-year Minor Benelli contract renewable. 78 UU 47

ADVISED IN ENGLISH FOR SPECIAL PURPOSES (NEPAL)

Curriculum Development Centre, Tribhuvan University, Kathmandu.
Duties: To produce a common core textbook for University Certificate students. To prepare ESP materials for institutions within the university, e.g. Engineering, Medicine, Business Administration and Law.
Qualifications: A good honours degree, a one-year postgraduate TEFL qualification and substantial experience of ELT and materials production, preferably in a developing country. UK citizens aged 35-45 preferred.
Salary: £5,210-£7,054 plus 10% inducement allowance.
Benefits: Personal and children's allowances; free furnished accommodation; two-year Kelt contract, renewable. 78 PU 44

LECTURER IN ENGLISH (MALI)

Ecole Normale Supérieure, Bamako.
Duties: To teach English language and Anglophone literature and civilization and to train students to teach these subjects in Malian lycées up to Cambridge Certificate proficiency standard and to assist with the programme of the Institut Pédagogique National relating to materials production and in-service training.
Qualifications: Degree; teaching qualification, including a significant TEFL/TESL component or a general teaching qualification in TEFL/TESL or Applied Linguistics; and two years' experience in a relevant overseas country.
Salary: £4,689-£5,618 p.a. tax free.
Benefits: Free furnished accommodation; 10% inducement allowance; overseas and children's allowances. Two-year Kelt contract. 78 TT 1

LECTURER IN ENGLISH (SOUTH AFRICA)

University of Fort Hare, Alice. Lecturer to run practical course for Xhosa-speaking students. Degree in English and experience of teaching tertiary level English essential. One year university qualification in TEFL/TESL, desirable. Single candidates only.
Salary: £4,400-£5,614 p.a. approx.
Benefits: Free furnished accommodation; employer's portion of UK superannuation; three-year contract. 77 HU 82

HEAD TEACHER AND ASSISTANT TEACHER (PAKISTAN)

British School, Islamabad. Required for September, 1978. British-type primary school for 70 children up to 12 years old.
Qualified infant/primary teachers required, UK citizens, preferably single and under 50. Teaching experience in UK essential.
Salaries: Burnham Scale (Inner London).
Benefits: Free accommodation; two-year contract. 78 PS 28-30

HEAD OF ENGLISH (NEPAL)

Budhanilkantha School, Kathmandu (Boys' 9 plus). Degree and five years' teaching experience required. TEFL qualification desirable.
Salary: £3,831-£5,418 p.a.
Benefits: Free accommodation; overseas allowances; two-year Formula contract. 78 PS 44

PROJECT SUPERVISOR (ESP) AND 4 INSTRUCTORS (ESP) (IRAN)

British Council Teaching Centre, Meshed. Main duties under contract to provide special English programmes within the English Department of Ferdowsi University for students of Medicine, Dentistry, Pharmacy and Optometry, Engineering and Agricultural Engineering.

Project Supervisor: Design and administration of two sets of special English programmes; to teach up to six hours per week and supervise the teaching of the four instructors. Degree plus MA in Applied Linguistics (or at least a one-year university diploma in TEFL). Six years' relevant experience essential. Single candidates, age range 30-35 years, preferred; married candidates with up to two children of primary age eligible.
Salary: £5,210-£8,026 p.a.
Benefits: Accommodation, baggage and personal allowances; installation allowance; children's education; employer's portion of UK superannuation; two-year Sub-Formula contract.

Instructors: To teach up to 18 hours per week on the special English programmes at Ferdowsi University; to assist the Project Supervisor in design and selection of materials, detailed syllabus specification and methodological procedures; to teach four hours per week on other British Council Centre programmes. Degree plus teaching qualification and four years' relevant experience, at least two years' overseas experience in ESP essential. Single candidates or married couples both to teach only (no children). Age range 26-35.
Salary: £4,689-£5,618 p.a.
Benefits: Personal allowance; allowances for accommodation, baggage and installation; employer's portion of UK superannuation; two-year Sub-Formula contract. 78 HO 95-99

HEADS OF ENGLISH, MATHEMATICS, SCIENCE AND PRIMARY; PRE-SCHOOL TEACHER; BURSAR/ADMINISTRATOR (IRAN)

Ashram International School, Kerman.
(a) Heads of English, Mathematics and Science: to teach initially to Junior Secondary level and eventually up to 'A' level and organise the teaching of the subject in question. Appropriate degree, preferably with teaching qualification and substantial teaching experience including some as Head of Department. Head of English should have TEFL experience.
(b) Head of Primary: To teach general subjects to 5-11 year olds and supervise other primary staff. Certificated primary teacher with substantial primary experience, preferably as Head or Deputy Head. TEFL experience an advantage.
(c) Pre-School Teacher: To teach pre-school children up to age 5. Pre-school Teaching Certificate and substantial experience essential. TEFL experience an advantage.
(d) Bursar/Administrator: Responsibility for the preparation of annual estimates and accounts, supervision of estate management and labour, wages and salaries, transport and staff housing. Previous experience essential. Professional qualification an advantage.
Salaries:
Post (a) Approx. 950,000 rials p.a.
Post (b) Approx. 880,000 rials p.a.
Post (c) Approx. 844,000 rials p.a.
Post (d) 816,000-1,088,000 rials p.a.
(Current rate of exchange £1 = 136 rials)

Benefits: Free accommodation; free education for children at Ashram International School, or allowance; air fares; baggage allowance; two-year contract. 78 HS 45-50

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

OVERSEAS Appointments continued

WEST AFRICA

HOVINGHAM, aged 40 plus, to teach General Primary School Subjects to four children from four to eight years old in very pleasant surroundings. A working knowledge of French is essential and any other language an advantage. Although the official language is English, the children are of African descent and the school is a multi-cultural one. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

AFRICA

A teacher (full subject) urgently needed in a multi-cultural school. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

FINLAND

A private language school in Tampere, Finland, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

TEACHING IN GREECE

Private Language School in Athens, Greece, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

ITALY

Private Language School in Rome, Italy, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

SPAIN

Private Language School in Madrid, Spain, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

KENYA

Private Language School in Nairobi, Kenya, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

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GREECE

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GERMANY

Private Language School in Munich, Germany, looking for a TEFL/ESP teacher. The teacher will be responsible for the school's discipline and for the children's welfare. Salary: £4,689-£5,618 p.a. plus 10% inducement allowance. Free medical treatment. Two-year contract, renewable. 78 TT 2

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CAREERS OFFICER

AP4 £3,366/£3,702

plus Phase 1 and 2 pay awards

Duties of the post will include work in Further and Higher Education establishments but an amount of normal guidance work in schools will be required. Students completing courses of training in July 1978 will be considered. Candidates should be qualified Careers Officers and a graduate qualification would be an advantage.

Application forms, available from the Personnel Officer, Town Hall, Bolton (22311, ext. 587), should be returned by 12th May, 1978.

Senior Careers Officer

(For Handicapped Young People)
AP 4/5 £3,861-£4,815

To provide a careers guidance, job placement and follow-up service for handicapped young people attending special and secondary schools in the Borough, and also those from the area attending special units in other Education Authorities. To advise these young people and their parents of specialised schemes of further education and training for the handicapped and where appropriate to initiate applications on their behalf. To carry a substantially reduced caseload of pupils in one secondary school unit.

Essential user car allowance payable. Assistance with removal and other expenses and housing accommodation may be available in appropriate cases.

Application forms and further details available (by quoting Ref. No. E.433) from the Chief Personnel Officer, 185 Drake Street, Rochdale OL18 1XG, to whom they should be returned by 11th May, 1978.

BRIGHTON TECHNICAL COLLEGE

Applications are invited for the post of

Officer-in-Charge OF ADMISSIONS STATISTICS AND COMPUTERISATION OF STUDENT RECORDS

Salary scale AP4/5 £3,861-£4,615
(inclusive of supplements).

Applicants should have experience of admissions work preferably with a knowledge of computerised statistics and the FESR scheme.

Application forms and further details are available from: Chief Administrative Officer, Brighton Technical College, Pelham Street, Brighton, BN1 4FA. Tel.: (0273) 885971.

Closing date: 12th May, 1978.



METROPOLITAN BOROUGH OF STOCKPORT

CAREERS OFFICER

£3,234-£4,014 plus Phase II

After 2 years, minimum £3,678 plus Phase II

Applications are invited for a post in the Careers Service which forms part of the Professional Services Department. The main duties are to give vocational guidance to pupils and students and help them reach informed, realistic decisions about their careers, and secure employment and/or training in line with those decisions. Applicants should preferably have completed a recognised full-time training course.

The officer appointed will be expected to have a valid driving licence and to own or purchase a car (assistance available). A car allowance will be available. The authority has schemes of assistance, including removal expenses, disturbance allowance, furnishing allowance and temporary housing in approved cases.

Application forms and further particulars from the Director of Education, Town Hall, Stockport, and to be returned to the Director of Education by 12th May, 1978.

Thurrock Area Education Office

AREA

EDUCATION OFFICER

P.O.3(a) £7,729-£8,359 inclusive of supplements

Candidates should possess good academic qualifications and have had proven success in teaching and educational administration.

Application forms and further particulars from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex (telephone: Chelmsford 87222, ext. 2808). Closing date is 12th May 1978.



Essex County Council

Royal County of BERKSHIRE

ASSISTANT EDUCATION OFFICER

(Further education) £3,816-£7,594

Applications are sought from good honours graduates with successful experience in teaching and educational administration (not necessarily in further education). The Assistant Education Officer works with the Senior Education Officer mainly in the work connected with the Authority's ten establishments of further or higher education and with student awards.

Full details and application form from the Director of Education (Ref: CAH), Kennet House, 80-82 King's Road, Reading RG1 3BL. Closing date: 22 May, 1978.

MERTON TECHNICAL COLLEGE

SENIOR ASSISTANT TO CHIEF ADMINISTRATIVE OFFICER (REF AD.1.)

required as soon as possible. To deputise for Chief Administrative Officer as required, and assist with examination programme, estimates and control of expenditure, etc. Previous experience in Further Education preferred. Five-day, 36-hour week, with 18 days' annual leave and statutory holidays, plus 4 days' granted locally. Salary A.P.3 up to £3,684 plus 5% supplement per annum plus £286 per annum London Allowance.

Application form and further details available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey.

LONDON
BOROUGH
OF

MERTON

KENT County Council Education Department

General Inspector

with special responsibility for rural
science and environmental
education

£7,456-£8,078 plus supplements of £501

To be responsible for the development of Rural Science, Environmental Education and related studies in Primary and Secondary Schools. Should have an appropriate professional qualification and teaching experience.

Further particulars and application form, returnable by 12 May, from Mr. H. Petty, County Education Officer, Springfield, Maidstone, Kent (telephone: 0622 371411, ext. 2481, 194/3 P/ET3).

R. S. P. C. A.

requires

Assistant Co-ordinator JUNIOR MOVEMENT

Applications are invited from graduate Biologists experienced in working with children to help organize activities for members of the RSPCA Junior Movement.

Whilst extensive travelling is envisaged throughout the Midlands and North of England, the appointment will be based at RSPCA Headquarters in Horsham, Sussex. The successful applicant should ideally live just north-west of London with easy access to motorways. A current, clean driving licence is essential.

Commencing salary approximately £3,200 per annum, including Pay Supplements, within the scale of £2,775-£3,825 plus

★ Society Vehicle.
★ 4 Weeks' Holiday.
★ Contributory Pension Scheme.
★ Annual Increments.

Full curriculum vitae, including details of any relevant work undertaken, should be forwarded in writing to: Personnel Manager, Causeway, Horsham, Sussex, RH12 1HG.

BELL EDUCATIONAL TRUST

Applications are invited for the post of:-

Senior Administrative Officer

for

Saffron Walden International College,

a residential college operated by the Bell Educational Trust. Applicants should have appropriate qualifications and experience of educational, financial and general administration, ideally in the fields of International Education or EFL. Salary by negotiation in the range £5,500 to £7,000. Further particulars may be obtained from the Principal, Saffron Walden International College, South Road, Saffron Walden, Essex CB11 3NP.

Applications, together with two references, to the Principal by May 12, 1978.

NATIONAL YOUTH BUREAU

The national resource centre and forum for youth affairs and social education of young people.

New challenging and demanding posts for those committed to meeting the needs of the young unemployed

YOUTH OPPORTUNITIES DEVELOPMENT UNIT

This new unit is being established with funding from the M.S.C. to assist in the provision of information, training and development services to personnel involved in working with young people on the Youth Opportunities Programme—the new special programme for 16-18 year old unemployed people. The unit's first phase requires two workers to join the Head of Unit (already appointed).

Applications are invited from people with initiative, imagination and sensitivity for the following posts:

Development Officer

An exciting field work post concerned with identifying needs, gathering information, offering field support and developing new information resources. Appropriate experience in work with young people, community work or industry is essential.

Salary scale A.P.5./S.O.1, £4,344—£5,066 plus cost of living review due on 1st July.

Information Officer

A stimulating post, developing an active information service for those involved in the Youth Opportunities Programme. The person will be responsible for gathering and disseminating existing information and for developing new information resources. Appropriate experience in information, education or related services is preferred.

Salary scale A.P.4, £3,862—£4,215 plus cost of living review due on 1st July.

Further details of both posts, and application form (returnable by 12th May) from

The Director
National Youth Bureau
17-23 Albion Street
Leicester LE1 6GD

ilea INNER LONDON EDUCATION AUTHORITY

Inspector of Science (Schools)

Salary scale: £7,000.80—£8,669.80 (Inclusive of London Weighting and Phases 1 and 2 Supplements).

Required for September 1978 an Inspector of Science (Schools). Applicants must have a good academic background in Chemistry, together with some years' teaching experience in secondary schools. The successful candidate will take part in the general work of the Science Inspectorate, with particular responsibility for the schools in certain of the divisions of the ILEA. In addition he/she will be required to give advice on chemical matters over the whole Authority.

Details and application forms from the Education Officer (EO/Estab 2A/1), Room 367, County Hall, London, SE1 7PB. Please enclose a stamped addressed footscap envelope. Forms to be returned by 12 May 1978.

Thameside Regional Council

Education Department

SENIOR CAREERS OFFICER

£3,474-£3,825 plus pay supplements

(Ref: 1/78)

Location: Perth

Applications are invited from experienced Careers Officers who hold the Diploma in Careers Guidance. The successful applicant will be responsible for a divisional team of five Careers Officers, four Employment Assistants and two clerical assistants who provide a comprehensive service to a client group distributed over some 2,000 square miles of some of Scotland's most beautiful countryside. This calls for someone with progressive but sound management and administrative qualities who is anxious to develop those within the corporate management structure of Thameside Careers Service. A Job Specification is available.

Applications, on prescribed form, to be lodged with the Principal Personnel Officer, 15 Alcott Square, Dundee, by Friday, 12th May, 1978. For enquiries by telephone, dial Dundee 23281, ext. 3081.

Education Advisory Service

Applications are invited from suitably qualified and experienced teachers who hold senior posts of responsibility for the following appointments:

COUNTY ART ADVISER

(Post E. 293)

SCIENCE ADVISER

(Post E.245)

These appointments are made under the terms of the Soutbury Report; the salary scale for the first post, which carries a County-wide responsibility and is based in the Headquarters Office at Ipswich, matches that of a Group 8 Head (currently £8,990 to £7,614 per annum); and for the second post which carries a responsibility mainly for the Western Area and is based in the Area Office at Bury St. Edmunds, matches that of a Group 7 Head (currently £8,537 to £7,161 per annum). All the specialist Advisers are required within their appropriate field to offer advice and help to primary and secondary schools of all types, and also to Adult Education Centres and Youth Clubs; to undertake responsibility for probationary teachers and in-service training; and to promote and appraise curriculum developments. The work of the Science Adviser will be co-ordinated by the County Science Adviser, and will extend to other Areas of the County when appropriate.

Generous re-settlement allowances are available. Further particulars and application forms can be obtained from the County Education Officer, Grimwade Street, Ipswich, IP4 1LJ, on receipt of a stamped-addressed envelope please.

Suffolk County Council

WATFORD COLLEGE CHIEF ADMINISTRATIVE OFFICER

Applications are invited for the post of Chief Administrative Officer as a consequence of the retirement of the present post holder in June.

The Chief Administrative Officer is responsible to the Principal for the organization, development and operation of all non-teaching services and functions. Candidates should possess a degree and/or relevant professional qualifications and have had significant administrative experience within further/higher education. The successful candidate will be expected to take up appointment on July 1, 1978.

Salary in accordance with the N.J.C. Scheme SO1/2, £4,239 to £4,992 p.a., plus supplements and Hertfordshire Inner Fringe Weighting of £150 per annum.

Application forms, which should be returned by May 5, 1978, available from:-
The Principal,
Watford College, Hemmels Road, Watford, Herts
WD1 3EZ

SPECIALIST CAREERS OFFICER

to work with unemployed young people—£3,694-£4,507 p.a. (A.P.3/4)

Duties will include work with and on behalf of unemployed young people, contacting employers on their behalf about employment, special Government training and work experience schemes, liaison with other Careers Officers in the County, T.S.A. and other agencies and general counselling of the long-term unemployed.

Applications are invited from experienced Careers Officers and other committed people with wide experience of industry or commerce and young people.

Salary scale £3,694-£4,507 per annum (Inclusive of London Weighting and Flat Rate Supplement).

CROYDON

Applications in writing, giving details of age, qualifications and relevant experience to the Director of Education (PMO), Taberner House, Park Lane, Croydon CR9 1TP, by May 12 informal inquiries may be made of the Principal Careers Officer (telephone number 01-886 4439—Extension 2288).

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

School Meals Organiser

Salary on Southbury Scale, £5,556-£6,120 inclusive plus earnings related supplement of £208 per annum

Following the retirement of the present holder, this post will be vacant as from 1st September, 1978. The person appointed will be required to take responsibility for both the educational and administrative work of the School Meals Service field and administrative work of the School Meals Service field and have had thorough practical experience in the School Meals Service and staff management. They must own and drive a car for which an Essential User Allowance is payable.

Senior Administrative Assistant

Salary on Principal Officers Scale, Grade 1, £5,288 £5,847 inclusive plus earnings related supplement of £208 per annum

This post, which is the most senior administrative one in the Education Department, falls vacant on the retirement of the present post holder in August, 1978. Applicants are invited from persons holding appropriate qualifications in accordance with Section 3 paragraph 28(3) and Appendix A of the National Scheme of Conditions of Service. Applicants for this responsible position should have wide experience, and this should preferably include experience in a Local Authority Education Department. The successful candidate will work closely with the Assistant Education Officer of the Development, Finance, Management and Research Section, and will be required to deal with establishment matters relating to administrative staff in the Department.

Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex. IG11 7LJ, on receipt of a stamped addressed footscap envelope. Closing date 14 days from the appearance of this advertisement.

CORNWALL Education Department

Administrative Assistant

£3,861—£4,214 p.a. (AP.4)

including supplements

The duties of this post in the Special Services Section of the Education Department are in connection with all matters relating to the transport of pupils to schools. There is a scheme for the reimbursement of relocation expenditure in approved cases. Application forms may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro TR1 3BA. Closing date for applications, May 5, 1978.

HAMPSHIRE

NORTH WEST AREA

ASSISTANT AREA EDUCATION OFFICER

£6,241-£6,916 (Incs.)

Applications are invited for this post, based at Basingstoke. This is a new post to strengthen the management team in the Area Education Office and is the third in the office structure. It involves considerable responsibility exercised over a wide range of duties, particularly in the area of personal services and special education provision. Candidates should be suitably qualified and have relevant teaching and administrative experience. Generous removal/separation allowances. Post superannuable within either the Teachers' or Local Government Superannuation Schemes.

Further particulars available from the Area Education Officer, N.W. Hampshire Area Education Office, Sun Alliance House, 41 Wote Street, Basingstoke, Hampshire RG21 1LU, to whom a letter of application should be sent giving the names and addresses of two referees by not later than the 5th May.

CITY OF SHEFFIELD

Education Department

Careers Service

CAREERS OFFICERS

AP4—£3,861-£4,214 (Including supplements)

Applications are invited for appointments as Careers Officers. Five of the appointments are in teams of Careers Officers working with young people in schools and Colleges of Further Education and with unemployed young people. The other appointment is to assist with the working of the team which provides an advisory and employment service for students from further education, duties include dealing with a caseload of continuing students and the provision of information on jobs and post graduate courses to clients who have completed courses in higher education.

Candidates should be trained and preferably experienced careers officers but students who will be completing their training this summer will also be considered.

Application forms and further details from the Chief Education Officer, Education Department, Leopold Street, Sheffield S1 1RQ, and should be returned within 14 days of the appearance of this advertisement.

LONDON BOROUGH OF BROMLEY

Two vacancies have arisen in the Education Department—Careers Service—for:

SENIOR CAREERS OFFICER

A.P.5 £4,630-£4,990 (Ref: E.87)

Required to work with more able pupils in the Fifth and Sixth forms of schools and in the Colleges of Further Education and Technology. A car allowance will be payable.

Applicants should be qualified and have wide experience of the Careers Service.

CAREERS OFFICER

A.P.3 £3,894-£4,072 (Ref: E.88)

To work throughout the Borough dealing with unemployed young people and special measures under the Government "Strengthening" Scheme. A car allowance is payable.

Applicants should be qualified Careers Officers. Assistance may be given towards reasonable removal and resettlement expenses in approved cases.

Closing date 12th May, 1978. Application forms and further details of both posts from the Assistant Chief Executive (Manpower), Town Hall, Bromley, Kent, BR1 1SB. Tel.: 01-484 3333, Ext. 3318.

MATHEMATICS ADVISER

Applications are invited from graduates with substantial and varied teaching experience to fill a key post in the Authority's Advisory team. The successful candidate will be responsible for advisory work in mathematics teaching in primary and secondary schools and be required to act as general adviser within a team which covers the whole of the Education Service. Knowledge of current developments in teaching methods and techniques, coupled with the drive and enthusiasm to inspire and motivate others are essential requirements.

Salary: Head Teachers Group 9 £8,514-£9,198 p.a. including London Weighting.

FRINGE BENEFITS may include 75% removal expenses and legal expenses involved in house purchase up to maximum £400. Car allowance payable.

Application forms and further details from the Personnel Officer, Ref: 3/26/92, Civic Centre, Uxbridge, Middlesex, UB8 1UW.

LONDON BOROUGH OF ULLINGDON

Telephone: Uxbridge 50589
Closing date: 19th May, 1978.

NORTHERN IRELAND SOUTH EASTERN EDUCATION AND LIBRARY BOARD

Applications are invited for the post of

EDUCATION OFFICER

on the Board's Headquarters Staff

Education Officers report directly to the Senior Education Officer. They are responsible for a wide range of administrative duties including Schools, Further Education, School Meals and Educational Welfare Services.

Applicants must hold a degree, or its equivalent, and be recognised teachers with at least five years' teaching experience. Experience at an appropriate level in Educational Administration would be an advantage. Salary scale £6,225 to £6,906 plus supplements of £312 and £208 per annum.

Application forms and Conditions of Service may be obtained from the Personnel Officer, 18 Windsor Avenue, Belfast BT9 6GF and completed forms must be returned by 4.00 p.m. on 19th May.

GENERAL INSPECTOR/ ADVISER

Grade 5 (EA HT 9, 0-4): £6,969 to £7,593 plus Supplements of £312 and £189 per annum and London Allowance of £297.

In addition to general duties of inspection and oversight of schools, the man or woman appointed will have specialist duties in those areas of creative activities in which he or she has special qualifications and experience, e.g. heavy crafts, engineering, art and design, technology, home economics, social crafts, etc.

Application forms and further details obtainable from Director of Education, The Grove, Carshalton, Surrey. Telephone 01-886 4489, extension 64. Closing date May 15, 1978.

LONDON BOROUGH OF SUTTON

NORTHERN IRELAND WESTERN EDUCATION AND LIBRARY BOARD

The Board, which is the Education and Library Authority for the five Local Government districts in the Western part of Northern Ireland, serving a population of 130,000, invites applications from suitably qualified librarians for the following post:

TUTOR LIBRARIAN

COLLEGE OF TECHNOLOGY - LONDONDERRY
Salary Scale: £4,366-£5,702 plus £312 supplement plus 5% of total earnings supplement p.a. Based on the above College, the person appointed will be responsible to the Senior Tutor Librarian (Londonderry Division) for the organisation and administration of the College Library, and will also be required to organise and give induction lectures on library usage to students attending the College. The appointee will be a member of the Academic Board, convener of the College Library Committee, and attend Head of Department meetings when necessary, in addition to playing a full professional role in various aspects of the Board's library service. Qualifications and experience: Qualified Librarian, 2 years relevant post qualification experience preferred, one year minimum.

Further details and application forms are available from the PERSONNEL OFFICER, WESTERN EDUCATION AND LIBRARY BOARD, 1 HOSPITAL ROAD, OMBAY, CO. TYRONE, BT20 6AW. N. IRELAND. Applications should be returned by noon, 22.04.78. APPLICANTS ARE ADVISED THAT CANYASSING WILL AUTOMATICALLY DISQUALIFY.

ADMINISTRATION Local Education Authority continued

LATHIAN EDUCATIONAL COUNCIL

REGIONAL ORGANIZER
An experienced and enthusiastic Regional Organizer is required to take responsibility for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

This is the most senior post within the Education Service of the Council. The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

MANCHESTER EDUCATION COMMITTEE

DEPUTY CHIEF EDUCATION OFFICER
Salary: £8,514 to £9,198 p.a. plus 75% removal expenses and legal expenses involved in house purchase up to maximum £400. Car allowance payable.

General

CHLOUDESTERSHIRE
The Education Officer is required to take responsibility for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LINCOLNSHIRE AND HUMBERSIDE

ASSISTANT ADVICE
The Education Officer is required to take responsibility for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

CAREERS SERVICE

Applications are invited for the following posts which form part of a new structure designed to strengthen the work of Careers Officers in schools and colleges and with unemployed young people.

Assistant Principal Careers Officers (2 posts)

Salary: £5,208-£5,770 or £5,997 or £6,577 (includes supplements) P.O.D. or E or F.
One post will be responsible for the overall control and co-ordination of general work in schools and with unemployed young people including those in the Youth Opportunities Programme. The second post will be concerned with the control and co-ordination of work with students in 6th forms and those in further and higher education, the training of Careers Staff, the central services of the Careers Centre and with development work.

Team Leaders (2 posts)

Salary: £4,750-£5,085 or £5,612 (includes supplements) S.O.1 or 2.
To be responsible for a team of Careers Officers and other staff providing careers services to pupils in a group of comprehensive schools and their subsequent employment or entry into the Youth Opportunities Programme.

Careers Officers

Salary: £3,395-£4,214 or £4,815 or £5,085 (includes supplements) S.O.1 or 2 or 3 or 4.
General Careers Officers provide a wide range of services for work with unemployed young people and those on special measures, or in general careers guidance work in schools, are available. One of these posts will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Tel: 28855, ext. 2282. Returnable by 15th May 1978.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

Further details and application forms are available from the Director of Education, Council Offices, Earl Street, Coventry. Tel: 28855, ext. 2282. Returnable by 15th May 1978.

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Further details and application forms are available from the Director of Education, Council Offices, Earl Street, Coventry. Tel: 28855, ext. 2282. Returnable by 15th May 1978.

Social Science Research Council

DIRECTOR SSRC Research Unit on Ethnic Relations

Applications are invited from individuals with considerable research and research management experience in ethnic relations or related fields to fill the above post on a full-time basis, following the return of the present Director, Professor Michael Banton, to full-time University work in August 1978. Although the Unit is now at the University of Bristol, its future location, which will be in an academic institution, will be determined after discussion with the Director. Salary will be in the range for University Professors and the Council has its own non-contributory superannuation scheme. An appointment on secondment would be considered. Further details may be obtained from Mr David Farmer, SSRC, 1 Temple Avenue, London EC4V 0BD, to whom applications should be submitted by May 31, 1978. fhwattdick

Social Science Research Council

DEPARTMENT OF SOCIAL SERVICE

(a) Housemaster

(4 posts)

(b) Housemother

(1 post)

(a) SJAC Senior £2,607-£3,959
(b) SJAC £1,701-£2,520

plus maximum supplements of £312 (phase I) and 5 per cent up to £4 p.w. (phase II)

Leeds has three community home schools and four assessment centres with supporting community homes and hostels. There are good promotional prospects within the service for residential workers.

Whilst qualifications in residential care would be an advantage applications from teachers or youth workers with good educational attainments will be welcomed. The work demands stamina, resilience and interest and ability to provide recreational activities for boys who display personality and educational problems. Care staff work closely with teachers and senior staff to create an environment in which boys may be helped in groups and as individuals. Informal enquiries concerning work in Leeds community schools and assessment centres to Mr. A. Holmes, Senior Assistant Special Services, Telephone: 0532 463421.

The following vacancies are immediately available and the posts provide opportunity for the establishment of a professional career.

SHADWELL SCHOOL, Shadwell Lane, Leeds LS17 8AG (104 boys, intermediate age range). Three Housemaster posts and 1 Housemother post. (Wardens allowance of £218 possible for suitably qualified applicants for two of these posts).

Houses within the school available to married couples and single persons will be accommodated in self contained flats within the school. Informal enquiries to Mr. M. Emmerson, Headmaster 0532 684236. Application forms are obtainable by writing, enclosing s.a.s. to the Headmaster.

THORP ARCH GRANGE SCHOOL, Boston Spa, Wetherby, West Yorkshire LS23 7BA (78 boys, junior age range). 1 Housemaster post.

This post arises as a result of the secondment of the present postholder until August 1979, but there are possibilities for a permanent appointment.

Informal enquiries to Mr. R. W. Underwood, Headmaster, Boston Spa 843540. Application forms are obtainable by writing, enclosing s.a.s. to the Headmaster.

Closing date for all posts—14 days after appearance of this advertisement.

EXAMINERS Appointments continued

MIDDLESEX REGIONAL EXAMINATIONS BOARD

For the Certificate of Secondary Education. Applications are invited from suitably qualified persons to act as Examiners in the following subjects: English, Mathematics, Science, History, Geography, Music, Art, Design, Physical Education, and Modern Languages. The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

SOUTHERN REGIONAL EXAMINATIONS BOARD

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

WARWICKSHIRE EXAMINATIONS BOARD

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

ESSEX EXAMINATIONS BOARD

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LEICESTER EXAMINATIONS BOARD

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

NOTTINGHAMSHIRE COUNTY COUNCIL

Bursar

£3,061 to £4,214 pa (Inclusive)

Required (male or female) at the Eaton Hall College of Education, Reford, Notts, to act as the College's Finance Officer and Deputy to the Senior Administrative Officer.

Generous assistance will be given with the expenses involved in moving house in accordance with the Authority's Scheme.

Application forms and further particulars may be obtained from the Senior Administrative Officer at the college. Please quote reference 145.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham, Notts NG9 7FQ

County of Cleveland

Cleveland is a County of striking contrasts containing industry along the Tees estuary but also very close to the North York Moors and National Park and miles of beautiful coastline. It is a forward looking and ambitious authority with a population of 400,000.

ASSISTANT ENGINEER

An Assistant is required to join the Transport Planning Group which is multi-disciplinary and is responsible for the development and review of the County's Transport Policies. The person appointed will be particularly involved in the review of the Cleveland Strategic Plan, transport input to local plans and transport modelling and forecasting.

ASSISTANT (TECHNICAL)

The person appointed will be a member of a group concerned with the design and implementation of traffic management, traffic signs and traffic signals, feasibility studies, traffic surveys, the engineering aspects of development control and the preparation of the Council's Transport Policy and Programme. The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

ANCILLARY SERVICES

KIRKLEES EDUCATIONAL COUNCIL

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LEICESTER EXAMINATIONS BOARD

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NOTTINGHAMSHIRE COUNTY COUNCIL

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NOTTINGHAMSHIRE COUNTY COUNCIL

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NOTTINGHAMSHIRE COUNTY COUNCIL

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SANDWELL EDUCATIONAL COUNCIL

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LONDON BOROUGH OF ULLINGDON

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

MANCHESTER EDUCATION COMMITTEE

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

CHLOUDESTERSHIRE

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LINCOLNSHIRE AND HUMBERSIDE

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

ASSISTANT ADVICE

Applications are invited for the post of **CHIEF EXAMINER IN MATHEMATICS** (1978/79). The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

CAREERS SERVICE

Applications are invited for the following posts which form part of a new structure designed to strengthen the work of Careers Officers in schools and colleges and with unemployed young people.

Assistant Principal Careers Officers (2 posts)

Salary: £5,208-£5,770 or £5,997 or £6,577 (includes supplements) P.O.D. or E or F.
One post will be responsible for the overall control and co-ordination of general work in schools and with unemployed young people including those in the Youth Opportunities Programme. The second post will be concerned with the control and co-ordination of work with students in 6th forms and those in further and higher education, the training of Careers Staff, the central services of the Careers Centre and with development work.

Team Leaders (2 posts)

Salary: £4,750-£5,085 or £5,612 (includes supplements) S.O.1 or 2.
To be responsible for a team of Careers Officers and other staff providing careers services to pupils in a group of comprehensive schools and their subsequent employment or entry into the Youth Opportunities Programme.

Careers Officers

Salary: £3,395-£4,214 or £4,815 or £5,085 (includes supplements) S.O.1 or 2 or 3 or 4.
General Careers Officers provide a wide range of services for work with unemployed young people and those on special measures, or in general careers guidance work in schools, are available. One of these posts will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

ASSISTANT ENGINEER

An Assistant is required to join the Transport Planning Group which is multi-disciplinary and is responsible for the development and review of the County's Transport Policies. The person appointed will be particularly involved in the review of the Cleveland Strategic Plan, transport input to local plans and transport modelling and forecasting.

ASSISTANT (TECHNICAL)

The person appointed will be a member of a group concerned with the design and implementation of traffic management, traffic signs and traffic signals, feasibility studies, traffic surveys, the engineering aspects of development control and the preparation of the Council's Transport Policy and Programme. The successful candidate will be responsible for the delivery of the Council's educational services. The successful candidate will be responsible for the delivery of the Council's educational services.

LONDON BOROUGH OF RICHMOND UPON THAMES Education Department

Applications are invited for the post of

PRINCIPAL EDUCATIONAL PSYCHOLOGIST

SALARY - HEAD TEACHER, GROUP 10 (including Outer London Allowance)

to take responsibility for the school psychological service and to act as a senior member of the management team responsible for special education and remedial services.

Further details and forms (to be sent to Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 5th May, 1978.

METROPOLITAN BOROUGH OF BURY

EDUCATION DEPARTMENT Educational Psychologists

(Part time)

Salary £3,900-£6,600

Inclusive of Supplements (Pro rata) (18 and a half hours per week).
Applicants for this post should possess an Honours Degree in Psychology Post-Graduate qualifications and have a minimum of two years' teaching experience. Casual user car allowance is payable. Initial enquiries may be made to the Senior Educational Psychologist, The Uplands, Bury New Road, Whitefield, Nr. Manchester. (Tel: 061-760 2007).
Forms of Application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury B9 0SW. (Tel: 061-764 0000, ext. 9) by the 8th May 1978.

Education Department

EDUCATIONAL PSYCHOLOGIST

Post £ 275

Applications are invited from suitably qualified Educational Psychologists for the above post. Applicants should possess an Honours Degree in Psychology, be trained and experienced teachers and qualified as Educational Psychologists by an appropriate training course.

Salary will be in accordance with the Headteachers Scale Group 8, £3,738-£5,880 plus supplements of £312 per annum and £189 per annum (subject to review).

Application forms and further details (for which a stamped addressed envelope is required) are obtainable from the County Education Officer, Grimwade Street, Ipswich, IP5 1LJ.

Suffolk County Council

YORKSHIRE REGIONAL EXAMINATIONS BOARD

for the Certificate of Secondary Education

VACANCIES

Applications are invited from persons with relevant experience for the following posts:
OFFICE PRACTICE-CHIEF EXAMINER for 1979 (One advertisement).
ASSISTANT EXAMINERS for Computer Studies, Drama and Needlecraft, English, French, Mathematics, Office Practice, Religious Education and Typewriting. In the case of these posts, preference will be given to applicants residing within the area of North, South and West Yorkshire, East Lancashire, Cleveland and Humberside.

JOINT EXAMINERS/REVIEWERS 16 PLUS ENGLISH-SPOKEN ENGLISH MODERATORS for 1979. Successful applicants will be required to visit schools during the early part of the summer term.
JOINT EXAMINERS/REVIEWERS 16 PLUS ARTS AND JOINT EXAMINERS/REVIEWERS 16 PLUS BIOLOGY AND JOINT EXAMINERS/REVIEWERS 16 PLUS PHYSICS for 1979. The duties include visiting schools during April and May. Previous unsuccessful candidates are invited to re-apply. Applications for, and further details of, all of the above posts are available from The Secretary, Yorkshire Regional Examinations Board, 103 Springfield Avenue, Harrogate, North

102 Arts/Reviews

Come buy my dreams

Patrick Carnegy reviews 'Julietta'

No sooner was the great Dada and Surrealist exhibition on the South Bank over, than the New Opera Company showed us a surrealist opera. In an outstanding production at the London Coliseum they gave the British premiere of the Czech composer Martinů's *Julietta*, which was first performed in Prague in 1938.

This is one of the most extraordinary pieces I have come across in the musical theatre, and one of the most difficult to characterize or put in context. The reason is simply that this opera is against "reason" in that it inhabits the world of dreams. It is based on a play by the French writer Georges Neveux, now 78; he was present at the Coliseum and, like some aged owl, came blinking in from obscurity to join the curtain calls. Kurt Weill had been very keen to make an opera of *Julietta* but his claim was quashed by the impetuous Martinů who had quickly dashed off a first act—on hearing it at the piano, Neveux remarked that he had "made such a masterpiece of it that I was dazed".

The opera's dream world is that of the central character Michel, a travelling bookseller (publisher's rep?) who searches for his Julietta in a land where everyone has lost their memories. When he finds her and attempts to wake the dream into reality, she escapes. But even the show that the director Alfred Jones has put on the stage is a dream. The final act finds Michel in the Kaffesque "Central Office of Dreams", where dreams are allocated to the customers, and as these people are already semiconscious, what they buy are visions of Illusion—cleverly shown on stage by the projection of film-sequences.

Michel insists on going behind the silver screen in one last effort to break through to reality, but the Julietta who has been calling him is of course not there. He is left, as it were, at the beginning, so that where the opera ends it really needs, like *Finnegans Wake*, to start all over again. Bishop Berkeley was evidently right in believing that life's all in the mind. It is no good struggling to wrest intelligibility from such a scenario, though the programme did offer a "Psychiatric Profile" by a learned man of medicine. One just has to submit and hope that the spell exercised by the composer is a hypnotic one which Neveux's play automatically dissolved over him. Although I have a degree of native resistance to



Joy Roberts as Julietta with Stuart Kale as Michel

such dramatic tactics, and some antipathy towards Martinů's music, from the second act on the spell was working more persuasively than I might have cared to admit; the powerful third act had one eagerly queuing up in that cage-like Office of Dreams like all the other good prisoners.

No production could have made a better case for this neglected work than that of Anthony Beech and his designer John Stoddart. The large and skilful cast peopled the fantasy with exactly the right kind of eccentric intensity that was needed to bring it to life. The atmosphere was that of an Alice-in-Wonderland looking-glass world with Michel elected mayor of the memoryless, just because he can remember something, anything, even if only a toy duck he had as a child. Here it is not good struggling to wrest intelligibility from such a scenario, though the programme did offer a "Psychiatric Profile" by a learned man of medicine. One just has to submit and hope that the spell exercised by the composer is a hypnotic one which Neveux's play automatically dissolved over him. Although I have a degree of native resistance to

It is a disconcerting paradox that the hero of this house of dreams then that of Anthony Beech and his designer John Stoddart. The large and skilful cast peopled the fantasy with exactly the right kind of eccentric intensity that was needed to bring it to life. The atmosphere was that of an Alice-in-Wonderland looking-glass world with Michel elected mayor of the memoryless, just because he can remember something, anything, even if only a toy duck he had as a child. Here it is not good struggling to wrest intelligibility from such a scenario, though the programme did offer a "Psychiatric Profile" by a learned man of medicine. One just has to submit and hope that the spell exercised by the composer is a hypnotic one which Neveux's play automatically dissolved over him. Although I have a degree of native resistance to

worked hard and by no means ineffectively to make him sympathetic. Joy Roberts's charming Julietta was not in the least French and seemed to have flapped in from *The Boy Friend*. But as she is Michel's private fantasy and no one else's, who are we to argue? Edward Byles, heavy cold and all, was excellent as the permanent secretary in that Office of Dreams. Charles Mackerras conducted a fine account of the score.

In Prague, Martinů is honoured as the successor to Janáček. The eclectic musical idiom of *Julietta*, a mixture of Czech folk music, French Impressionism, Stravinsky, etc., has little in common with Janáček's crisp individuality. But they shared a taste for exorbitant subjects and the elusive originality of Julietta is a tantalizing glimpse into Martinů's operatic oeuvre.

Compulsors of the composer's 14 operas and as many ballets very highly. Their subjects sound no less intriguing than those of Janáček's stage works. Martinů has been unjustly neglected by the theatre and it is time to make amends. The New Opera Company has made a most handsome start with their superb *Julietta*.

Front and backstage

Rosemary Hartill on dance

The one fringe dance event that carried away the prizes for originality and entertainment this month is a show that started life as an afterthought—Malina Gielgud's *Steps, Notes and Sequences*. Devised at the last minute to fill an unexpected booking space at the Open Space Theatre, it outdid all expectations, and was soon transferred to the Royal Court Theatre. This week it opens at the Ambassador for a two-week season. There have been invitations from abroad, and a film is planned.

How does a ballerina prepare for a big role? What is the atmosphere like behind the scenes? How does a choreographer work? These are just some of the questions the show explores. Astonishingly few dancers, but also dressmaker, electrician, and pianist, it welds together visual jokes (deliciously witty parodies of different choreographic styles), a sense of ballet history, a demonstration of a choreographer at work (the Sleep or William Lather), some solos, and best of all, a master class in which Svetlana Berinsova coaches Malina Gielgud and Jonathan Kelly in the nuances of the Act Three pas-de-deux from *The Sleeping Beauty*.

Listening to Berinsova talk so illuminatingly of phrasing, expression, mood, character and technique served later on the month to underline the opportunities wasted in *Dancers*, the film made on and by members of the Ballet Rambert, and screened for the first time at the Riverside Studios in London. Perhaps dancers are too close to their own lives to understand what is really fascinating about them to other people. Whatever the reason, the film seemed to concentrate on the ordin-

ary—getting up, breakfast, shoe-cycling to work, mid-morning snack, and finally the extraordinary—extra from a performance of Christopher Bruce's *Wings*—without ever really exploring the stages from one to the other.

One little-known Bruce ballet, *Responses*, supports the very even repertoire of Emma Dance Company, the Laughborough-based group which has just taken part in a Greater London Arts Association tour round a variety of (usually spartan) London halls. *Responses* is not a light ballet, nor a confounding one to watch, since it expresses with horrible clarity a human dog fight, where there never was, and never will be, a victor.

Janet Smith's Dance Group is another company that has recently taken part in a GLAA tour. This time their company consists of just three women dancers, and their programme (choreographed by Janet Smith) shows a refreshing sense of humour, individuality and recognition of their limitations, all of which makes for an enjoyable, if not specially demanding, evening.

Finally Pilobolus. This company, which creates its works cooperatively, arrived at Sadler's Wells with a failure of previous enthusiasm acclimated from America and the sponsorship of Pierre Cardin. With unmitigated undergraduate-type energy and good humour, it spent a fortnight twisting and contorting itself, rather like a kaleidoscope, into a series of extraordinary and unlikely poses, continuing to lose after the joke had finally paid.

Future dance dates: Sadler's Wells Royal Ballet, Sadler's Wells until May 13. Second ADMA Festival at Action Drill Hall, 16 Charles Street, London WC1; May 23 to June 11.

Dickens as playwright

Timothy Ramsden

Meek House
Shared Experience: Royal Court Theatre Upstairs April 3 to May 11.

To choose to stage a novel as long as Dickens's *Meek House* might seem perverse; to stretch this slaying to four evenings and some 10 hours of material approaches an act of sadism to audiences. However, in exact all this with only seven performers, a changing cast of seven actors, and with stage, not only seven chairs, must be the height of theatrical hybrid. So it must be; unless, it seems, all this is done by Shared Experience, Mike Alfreds' touring theatre company.

The company has already explored the art of dramatic storytelling in their first production, the three-part *Arabian Nights*. Also, the spread over four evenings shows (in old Ken Campbell's eight-hour *Meek House* last year) that space and time to unfold are a necessary ingredient of the full-length novel, which cannot be ignored on stage. Far from inducing tedium, the four evenings recreate the serial effect of Dickens's original publication and, waiting several days for the next part, becomes possible to sense anew the appetite which led the Victorian public to queue so eagerly for their next monthly instalment.

The novel emerges as highly suited to the expressive nature of

the stage, just as it provided such a fine basis for the original illustrations by Phil. Public satire, simply yet boldly drawn characters, inviting a strong, definite audience reaction and an evocative, not veiled, mystery. All these are appropriate for theatrical treatment, and remind us that Dickens was a minor playwright, amateur actor and could reduce audiences to tears with his reading of the death of Little Nell.

The most important factor in the deliberation of Shared Experience is their complete reliance on the performer: each actor is able, when required, to switch instantaneously from one character to another. Voice, expression and movement tell.

The inventiveness of each scene is beyond brief description—characters, environments, moods are summoned forth as required, and the humour, pathos and bite of the novel are sharply presented in a mixture of dialogue, narrative, and action in the script. The scientific discarded means of Dickens's death by spontaneous combustion, for example, is acted in an openly heightened display of "shock horror" melodramatics.

This is only one of many thoughtful realizations which will gladden the heart and fire the imagination of all those responsible for right production budgets, audiences of Dickens, fond of good stories and simply interested in the art and potential of drama.

South West Music Theatre

Ellor's *Sweeney Agonistes* and Bright and Well's *Don Quixote* Mahogany are double-billing tonight at Exeter (Blind Centre, South Street) and from May 11 to 13 at South Hill Arts Centre, Brixton, Brixton.

South West Music Theatre, a brand new company consisting of a group of actors plus musicians, will be touring works like

these throughout May and June all over the south and west. On May 26 they return from Frome to Exeter (Royal Albert Museum) to perform *Macbeth* and *The Taming of the Shrew*. A new play in verse based on an anonymous thirteenth-century carterfable.

Further details about their summer tour and future plans from Denise Stephens, South West Music Theatre, c/o Exeter, Exeter EX6 6AD.

Films

Avoidable disasters

Frances Farrer on the Spastics Society campaign

The Priority of Priorities
16mm colour, optical sound
Pres loan from the Film Librarian
The Spastics Society, 12 Park Crescent, London W1N 4EQ.

The creation of spastic babies is not an act of God, incomprehensible and immutable. According to James Loring, of the Spastics Society, 40 per cent of all cases of cerebral palsy could be avoided if the knowledge at present available was acted upon. With different statistics this sort of waste also applies to five births and presumably to all manner of diseases.

The Spastics Society has launched a huge campaign to "Save a Baby" from being born spastic or becoming spastic in the first few weeks after birth. Its film, *The Priority of Priorities*, is an important part of this. Written and directed by Nigel Evans the film presents facts and figures in the best documentary convention, straightforwardly, with the bias honestly stated, though the subject and intention necessarily lead to some emotional interviews.

Comparisons with Sweden and France show Britain to be a long way behind in maternity care. "Proportionately, Sweden has half as many spastic children as this country, while in France 'from an infant mortality rate 20 per cent higher than ours in 1967, 10 years later it was 25 per cent lower.' The programme had paid for itself in lives saved from handicap in five years." The last sentence is significant.

In Britain "rationalizing" social services means cuts, which are, in cost effective in the long run, if

cost effectiveness were an acceptable yardstick. It is cheaper to provide maternity services than to maintain handicapped people. The film shows the need for more research and better equipment but also makes it clear that a great deal more can be done with existing facilities or with inexpensive additions.

Babies born prematurely are at risk, often from a lung disease which is treated with oxygen. Too little can cause death or permanent handicap, but an oxygen analyser, which is simple and cheap, can ensure that the correct dose is given according to the baby's arterial oxygen level. Such simple measures hospitals have this equipment.

An example of good maternity care is shown in the London Borough of Islington where the Community Midwife Scheme has helped to create almost the lowest perinatal (this refers to pregnancy with the baby in the womb) mortality rate in the country.

The scheme places a lot of emphasis on home visiting, throughout pregnancy and for some time after delivery. Whenever possible, babies are delivered (in hospital) by the midwife who has been involved throughout the case.

This continuity is reassuring to the mothers and efficient for the babies. But Islington, along with everyone else, faces massive cuts in obstetric services.

The message of the film and campaign is that we know what to do but are failing to do it. Whether this is the fault of politicians, health workers or parents hardly matters. The vital thing is to save the babies.

Open University

The course books published by the Open University attain very high standards. But they are just part of a rich multi-media approach that includes television film, tape, cassettes, radio programmes, access to computer terminals and so on as well as local tutorials and the thriving summer schools.

It would be surprising if such wide resources could not make some contribution to the teaching and learning of that notorious difficult subject, mathematics. True to their tradition of continual innovation and development the Open University have started a new foundation course in mathematics. The course is a series of units, each of which is a self-contained activity that has to be completed during the next few months, apart from some brief comments on the first few units whose associated television programmes have already been reviewed in this column.

The previous foundation course, M100, was, according to many people, too uncompromisingly abstract in its approach.

It did seem that television was not so effective with the mainly algebraic material and the new course has clearly been designed with a welcome geometric flavour and with an attempt to integrate the two programmes into the course. Though heading towards a good dose of functions, calculus and matrices, the introductory units seem to pay attention to where the students will be coming from and offers them specific problems and applications.

It is particularly interesting that the course contains lots of material that is now being studied in fourth, fifth and sixth forms and many teachers in schools and colleges may find that the material covered may be directly useful in their own teaching quite apart from their use as a source for teaching approaches.

The foundation course consists of six blocks of material each expected to provide five weeks work. The core of the course (the first three blocks) on calculus and algebra. These are preceded by an introductory block of a fairly

eclectic nature and a pre-calculus block on function and number.

The course finishes with two blocks on mathematical modelling and statistics, and then goes on to the psychological and social perspectives of mathematics. Each block is composed of five units with a main study booklet, an associated television programme and other material.

The introductory units are presented in a more accessible way to expose the student to a range of ideas—already familiar in some cases—without immediate connection. The emphasis seems to be on ways of studying and support for the student, rather than on the activity that has to be completed by the student. The units introduce computation, pattern, transformations, trigonometry, functions and mathematical induction.

To consider a particular example from the introductory block: Unit 1 starts with a flow-covering problem (shades of Dürer) that leads into quadratic equations. The solution of these by factorization and by formula is rehearsed, but the emphasis is towards solution by iterative processes using a calculator.

The television programme for this unit was a relaxed and stimulating affair starting with a paper-folding problem and leading to the golden section equation solved by iterative methods. The unit book contains a well written set of pages of text and diagrams to accompany a tape cassette.

By the end of the unit the student is expected to be able to solve quadratics by factorization and formula, to solve cubics and quadratics by the bisection method and to estimate maximum errors in such situations as the area of a circle.

The presentation of the units as a whole is good and it would be difficult to fault the general approach. The television programme is a definite improvement on the variable. Some were outstanding, using the medium effectively

ETV

Stephen's story

Carolyn O'Grady

In February last year eight-year-old Stephen Carter was hit by a car and spent three months in hospital with a badly broken leg. Above a year later he and his family bravely agreed to reenact the accident and aspects of his stay in hospital for the camera. Ambulance men, doctors, nurses and other hospital staff also took part and the result is two programmes in the Merry-Go-Round series entitled *It Couldn't Happen To Me*, which aim to reduce children's anxieties about hospitals. The first was broadcast last week and the second will be shown on May 4 at 6.45 am.

The programmes were made in collaboration with the British Medical Association who are interested in what they call "patient education" to increase cooperation between patients and hospital staff. To complement the films, Macmillan Education have produced a book, which will be published soon.

In the films, producer Mike Harrison and his team have been at pains to find a balance between the programme makers have avoided bad news, butting a romanticized view of life in a hospital.

The films are not first and foremost a cautionary tale. We are not shown Stephen's agony at the time of the accident or his leg's deformation, though we are aware of discomfort and the blood on his head. Moreover every now and again an amiable presenter appears with the cured Stephen to reassure the audience that this is a reenactment and that Stephen is now completely better.

The main purpose is to explain the procedures and techniques used by the ambulance men and hospital

staff, in order, says Mike Harrison, to convince children that those who are not tortured randomly inflicted on patients, but techniques designed to help.

In the films, doctors, nurses and other staff with whom Stephen comes into contact explain matters, of what is being done. X-rays, microscopic filming and animation are used to expand on the nature of the break and to develop important side issues, such as how germs operate and are defeated and how X-rays and anaesthetics work.

The boredom and indignities which have to be endured in hospital are hinted at rather than emphasized. We hear that Stephen needs a lot of cheering up and see him playing with toys and games and getting set-work from a visiting teacher. His dependence on other people for day-to-day care, difficult for any child of this age to bear, is illustrated by a sequence in which a nurse washes his hair while he remains lying down. In their efforts to produce a truthful, but not alienating view of hospitals, the programme makers have avoided bad news, butting a romanticized view of life in a hospital.

But these matters and others are probably best touched upon in classroom discussion.

The programmes are a professional and sensitive contribution to a very difficult area. The overall aim—to change attitudes—is ambitious, and to discover if they are succeeding the BBC and BMA are organizing an intensive questionnaire survey in schools taking the programmes. The results of this should be available in the summer.

Briefings

Radio and TV

EE and general interest

Talking About Music (Sunday 11.30, Monday 11.40; Radio 2)
Anthony Hopkins discusses a work of current interest for CCE candidates, the Berg Violin Concerto.

A Woman's Place (Tuesday 7.05; BBC2)

A new series of four dramas and four documentaries, exploring the role of women in Britain today.

For schools

Art and Experience (Tuesday 9.45; VHF4)

Three programmes for general sixth forms on "Politics and Literature".
Writer's Workshop (Tuesday 10.21; ITV)

Nine to 12-year-olds become involved in "Making a Play".

Thelma Be Telling (Tuesday 11.40; VHF4)

Two "Anansi" stories for eight to 12-year-olds feature the elder man of West Indian folklore.

Twentieth-Century History (Wednesday 9.38; BBC1)

"Mr Kennedy and Mr Krushchev" deals with the Cold War.
My World: Real Life (Thursday 10.04; ITV)

Four to six-year-olds are taken to the Yorkshire Dales.

Scene (Thursday 11.00, Friday 14.05; BBC1)

"The Ballad of Ben Bago" by Peter Terson is a 30-minute play about a boy who always makes the wrong decisions.

Out of the Past (Friday 11.05; BBC1)

The rest of this term is devoted to "Charles Dickens".

Visionary mathematics?

Dick Tahta reviews the new mathematics foundation course

the strategy of the quite interesting investigation.

But it got bogged down in symbols and words and seemed afraid to take the logical possibilities of enlargement and rotation. Those sick pieces of magnetic card which can be so effectively used to show symbols around a lecturer's dream, but their very efficiency can be counterproductive.

It was good to see that they were used so much in the second programme on the binomial theorem which used arrows, diagrams, hand waving and a film of someone walking in a square grid of streets in Edinburgh.

Investigation of routes on a square grid will be familiar to many teachers who with young children at any rate are not tempted by the pressure to get the desired results prematurely. Many teachers would find that the Edinburgh film was an irrelevance which didn't really help. But the programme as a whole stayed in the mind.

One television programme was outstanding. The first unit in the second block included a programme on the nature of V2. A huge amount of material was lightly and skilfully condensed in an exciting comparison of the algebraic approach and the geometric approach to the problem exemplified by two pre-setters, one sitting at a drawing board and using pen, compasses and ruler while the other sat with a calculator and scratch pad.

The discussion that followed was carefully thought about and would be an excellent single resource for any teacher. By a curious coincidence it was shown within a few weeks of the corresponding programme in the Open University's history of Mathematics course. The latter had some particularly ineffective visuals and seemed to be covering essentially the same ground.

From a general point of view the programme raises some important issues that will be familiar to anyone who teaches at a level on degree syllabus. These issues are: how much classical known maths

to be "covered" than there often seems to be no time for individual creative investigation.

The unit on the binomial theorem is a case in point. With a week or so to go at the end of the term, the student has to be directed through their quickly. In an admirable attempt to engage his interest he is asked to consider routes on a square grid.

New teachers of young children know that this can be a frustrating situation which can be worked on for many weeks. The students may be as interested in longest routes as another may be in shortest routes and there are many intriguing other explorations to be made.

But the hard-pressed Open University student can hardly take time to explore these. The message coming to him is that maths is an interesting creative activity with wide scope. In reality he must keep the blinkers on. There is no easy answer to this problem, but where there are facilities for recording programmes on videotape these can at least be stored and used more flexibly.

Certainly, the television programmes will be of interest to many teachers who are strongly recommended to view some of them for themselves. M101 is an exciting enterprise and—as has been indicated—the materials it uses have been prepared by many people with different skills and points of view. The results cannot but be an improvement on much that is currently available which is produced in more traditional ways.

A one-day course on the television programmes as a teaching resource for schools and colleges is being held at Chelsea College, London, on May 6. Talks and discussions will be accompanied by viewing of extracts from some programmes. Applications to attend should be sent to the Secretary, IMA, Malpas House, Warrior Square, Southend-on-Sea, Essex. The programmes are currently shown at 8.30 on Sunday mornings and also at either 12.35 on Saturdays or at 18.10 on Mondays.

Broadside and ballad opera

Michael Grosvenor Myer on folk music

Free Reed Records, as the name implies, started as a specialist label devoted to the revival of interest in the concertina and related free-reed instruments. But, under the inspiration of its energetic director Ben Wayne, the company has branched out to become a general folk label, whose recent issues have been of a notably high standard. Robie and Barry Dransfield have recorded for them their first traditional album since their distinguished and influential records for Trailer six years ago.

Popular to *Contrary Belief* (Free Reed FRR 018) has not, perhaps, quite the excitement of their first *Root of the Blues* album; and their years in folk-rock and "contemporary" may have induced in the Dransfields an occasional tendency to creep. But all in all this is a pleasant record, well sung and well played, and represents a welcome return by the Yorkshire brothers to the kind of music they do best. The *Rule of Life* (Free Reed FRR 021/022) is a double album compilation by Vic Gammon, involving many fine singers and actors, telling "the story of the Englishman and his beer". A couple of hours of excellent entertainment and fascinating information, enhanced by informative photographs and insert booklet on subject obviously dear to the hearts of all concerned.

Outstanding among Free Reed's

issues, and indeed among recent folk records on any label, is undoubtedly *The Transports* (FRR 021/022), a ballad opera by Peter Bellamy. From being leader of the country's foremost folk harmony group, Bellamy some years since moved on to become one of the best solo singers of the folk revival. He graduated to his folk-style settings of King's poems and original compositions in the traditional idiom, such superb songs as "Judas" and "Farewell to the Land". One has never been quite sure where Bellamy's talent would strike next.

The Transport certainly marks a very bold step in his work to date. It tells the moving story of Henry and Susannah Cabell, a Suffolk Norfolk couple who, after various misadventures and vicissitudes, were transported to America on the first fleet to the new colony of Virginia of such pathos and drama that one wonders that it has only recently been researched.

Bellamy has produced a song-cycle of songs, arias, and choruses very suited to the idiom of the most of the music (all but the linking narrative ballad, which he sings himself) to a series of traditional tunes are at his own composition, the result of a "pragmatic" and "lyric" balladry in his own words.

Particularly impressive are the song about the hardships of life in prison, the serio-comic ditty of prison life (an exceptional piece of singing by Martin Winsor), the convincing many pastiche, and the farewell to the land. Peter Bellamy has that folk-faculty of creating verse on the very edge of doggerel, but which is saved by the truth and sincerity of its feeling from tumbling over that narrow dividing line between simplicity and crudity, sentiment and sentimentality.

The opera was written with particular leading folk-singers in mind for each part. Among those to be heard performing the various roles are A. L. Lloyd, Cyril Tawney, Martin Carthy, Mc Jones, June Tabor, and Norma Waterson in the leading parts; fine singers as they are, they are not quite in accord with their superbly sung songs. The music of the Father's song may be a little modern. But the song may be a little modern. But the song may be a little modern. But the song may be a little modern.

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Very des. res.

A glossy full-page advertisement in last week's *Estates Gazette* may turn up some answers for those who are wondering what is to become of all those abandoned teacher training colleges and what sort of fighting will be involved.

Offers are invited for the former College of St Mark and St John, Kings Road, Chelsea. "Full vacant possession of substantial buildings standing in seven acres of grounds" is promised. "Suitable for educational, institutional or similar use."

The Marjona site has, of course, been up for grabs for rather longer than any of the colleges which died of falling rolls, since the GLC decided to buy it back in 1967 to make way for the West Cross motorway route, then used the road after paying £3.25m full replacement compensation.

There are also complicating factors which will act against any quick sale for office development in desirable Chelsea, since the site is dotted with listed buildings of much historic and educational interest.

There is the seventeenth-century principal's house, which still houses the original casts of the Elgin marbles, and an 1840s octagonal practice school—an early example of open-plan—arranged around a central chimney stack with four blackboards and an oven for warming up the pupils' lunches set into it. Take the original college building and the chapel, it is thought to be the work of Victorian architect Edward Blore, commissioned by the college's first principal Derwent (son of S.T.) Coleridge.

Since even the trees and shrubbery in the delightful grounds are protected by a preservation order, none of this is going to make it easy for any old developer to get planning permission.

Nevertheless the GLC is telling prospective buyers that bids must be in by May 31, and they should be prepared to move in by August. Since, to this end, they have given notice to tenants to move out by July 28, another complicating factor is that they now have on their hands some 200 angry people who have been living in a GLC hostel established in the student bedrooms for single working people.

The evicted hostellers have enlisted the Campaign for the Housing of the Homeless (CHH) on their side, and their well-publicized campaign has now become an election issue on the eve of the local borough council elections.

The GLC decided to sell the college in July 1976, barely six months

after completing the purchase. By then it was costing £50,000 a year to maintain.

The land was zoned for educational use but the GLC, with plenty more empty buildings on their hands, had already withdrawn all interest in the site and the GLC found no takers among all the obvious institutions it sounded out—London University, the DES, Kensington and Chelsea through council, the Housing Corporation, the Property Services Agency and the Manpower Services Commission.

Now prospective buyers and temporary tenants will all have to move quickly. These last include the Heatherley School of Fine Arts, a private school with some LEA financing, and Chelsea College, which rents the octagonal building for its environmental research centre.

There is also the hostel of course, and matters are not made less controversial by the fact that the new Tory GLC is now as keen to get out of housing as out of the college, and though its members were told that the hostel was temporary, its tenants were not.

Among these tenants are teachers and local government workers, as well as the elderly and disabled. They each pay £17.85 a week, and consider it a particularly good social and age mix. They claim that alternative accommodation offered is inadequate or non-existent. The proposed substitute at Victoria is still a building site; others are described as little better than doss-houses. In any case, the housing policy committee decided last week to hand over all GLC hostels to voluntary bodies. Otherwise, it's a hard-to-let high-rise flat or a fight for rooms in the private sector. Would they do better to stay on as squatters?

Maggie Pool, a polytechnic lecturer who is Labour candidate for the local north Stanley ward, is supporting them, and the Chelsea Labour Party says it would like to see the rest of the college and grounds turned over for community and school use—perhaps a law centre, swimming pool, play area, and some of the 300 rooms for students.

The Conservative candidate for this Kensington and Chelsea seat is trying to keep out of this particular fight because he has been working for several years now on what may be the best of all possible worlds.

So far the DES has been lukewarm, though Mr James Platt, director of the Central Bureau for Educational Visits and Exchanges, confirms that there is a ready market for such a study centre, which might be extended to European students.

However, whether or not Mr Robinson realizes his dream may depend as much on his Tory colleagues on the GLC sharing it as on whether the Department of the Environment will step in on planning permissions as a last resort.

The GLC, though still suggesting that it would be most suitable to use the site as a college, are equally convinced that they can get the best offer by selling it as a whole. As their valuation department put it, "the uniqueness of premises and facilities provided gives scope for high offers". Does that mean we shall see Kensington and Chelsea residents demonstrating about an Arab college as well as a Russian embassy compound?

Early educational open plan...

well turn out to be one of the more likely schemes for the future use of the college. It seems to preserve it in its present form by turning it into a study centre for American university programmes.

Neville Robinson is a retired marketing man with a solid 35 years' service as school and college governor. He wants to bring the college site back to life and combine this with his belief that education is a commodity to be marketed by modern methods.

Last year his brainchild, the Chelsea American Student Project, was registered as an educational trust. Dr James Toppling, former vice-chancellor of Brunel, is among the trustees; Mrs Kingman Brewster, wife of the American ambassador, and Lord Sheffield, former British ambassador to Washington, came to a launching party.

Mr Robinson's marketing analysis convinced him that since most American universities run study programmes abroad, and we don't get a great share of the business, there is a market in this country for an institution providing a well-run base with living and teaching accommodation for students and staff for short-term projects.

CASU would already have lecture rooms, science labs, library, sound-proofed music rooms and space for 300 students, as well as the historic setting and the chance to mix with students from Chelsea College and local residents allowed to use the grounds.

Priest could be competitive since such a base is hard and costly to come by, and there is the added point that fees for overseas students are now so high if they do a year's course at a British university. There would also be spin-off jobs, for example, for British librarians and visiting lecturers.

Neville Robinson is now fully engaged sounding out American universities with the aim of getting one or a group to take the place for 45 weeks of the year for two or more courses. The idea would be to become self-supporting, but money must be raised for the lease and modernizing, and he says it would help to have a little support, moral or otherwise, from the educational establishment.

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Early educational open plan...



It's cold turkey for Jenkins. His doctor refused him any more 4C pills.

Do not disturb

With commendable speed and cleanliness the Governing Council of the Schools Council cut its throat last Thursday. The new constitution was formally adopted, without bowing to the pleas of higher and further education interests that their representation be increased or at least guaranteed. That, it was solidly agreed by Department of Education and Science, local authority and teachers' union representatives (both NUT and NAS/UTW) would invite a whole new round of bargaining. "We've all made compromises. Let's not disturb this carefully agreed balance", was the burden of their song.

The rather sensitive issue of the committee for Wales was neatly ducked. As we reported last week that committee does not propose to build in outside representation in any formal way and is making a bid for devolution in the form of a block grant. The idea, as Mr T. M. Morgan, chairman of the review group for Wales, charmingly put it, was that they could then "take advantage of the relatively close knit nature of education in Wales".

The word mafia is frequently used to describe the cosy relations between heads, unions, exam boards and local authorities in the public sector. The whole matter was paraded on to the new Council.

And so, his baby safely delivered, Sir Alex Smith stepped down from the chairmanship, carrying out, as Arnold Jennings said in thanking him, the least and humblest tradition that chairmen rarely complete their term of office. The applause was long and warm as well it might be. Sir Alex was commended for his energy, his humour and the excellence of his whisky (but most of all for steering the council through a very rough patch with unswerving faith).

He himself was skipping about like a spring lamb, gripped by end of term euphoria. After all not only is he now faced of an extremely onerous job, he has struck with it long enough to see the council being brought out of the dog

house by the DES and duned in preparation for the next round of the curriculum and examinations operations.

John Tomlinson, incoming chairman, was all becoming edgy, saving his fire for the first round of the newly constituted council. For the moment, however, his first concern is to advertising for the council's permanent secretary: a job that will be at under-secretary level.

Tinkling cymbal

Can you play a single drop of diddle? Or a triple rumba? You can't, and you are also a sight read, identify an interval (say) and you know your major and key signatures, then you are just be eligible for one of the examinations of the new last Percussion Examinations Board.

The very first percussion examinations ever took place in the or Colet Court School, West London. The subject was orchestral percussion, the examiner Frank James Blakes and everyone else—three boys achieved first passes, there was one second and one ordinary pass. The last set pieces for the next exam—July—has just been published.

What is so extraordinary about up till now no academy, or authority or board has ever graded percussion examinations? Stephen Harris, the director of the new board, a teacher at Reading Bluecoat School, thinks this may be because of a particularly complex nature of subject. Not one but several elements are always involved and technical skills of physical organs are required as well as dexterity and musicianship in playing.

Stephen Harris (who is a founder and teacher at Colet School) devised the orchestral percussion syllabus and Stephen Harris worked out that for kids—very new development and is keen to see given academic status. Candidates will have to acquire theoretical knowledge, melody and harmony as well.

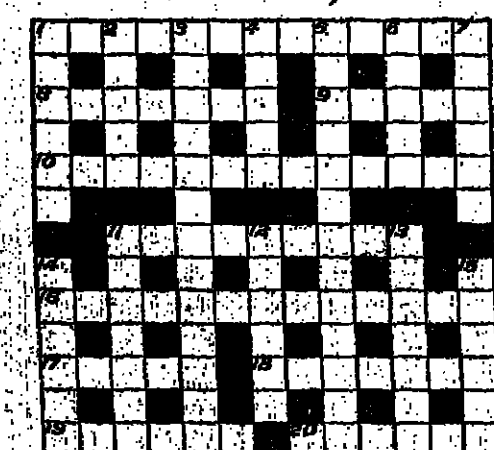
The board hopes that it will full recognition before too long. It has its grades accepted as part of the A level process in music. There are already 11 exam centres all over the country, and more are offering to accept and accommodate for centres, and the DES and LEAs are sitting back and watching. Let's hope they file what they see.

Arnold

Next week

Ten years on. Did the student uprising of May, 1968, have any permanent effect? Paul Morgan considers the changing student climate over the past decade, and interviews two prominent student leaders of the period, Rudi Dutschke and Daniel Cohn-Bendit.

Crossword No 1,130



Across

- 1 Danish prince, John (7)
- 2 Actor who was buried in USSR (7)
- 3 Surprise! surprise! You'll find it at Hampton Court (5)
- 4 Deception conjured up for entertainment (10)
- 5 I know the cartoon character, get a move on (9)
- 6 Diffusing scent but not for hounds (13)
- 7 Back thrust for a Bath Chap (6)
- 8 Easily taught up a plover (7)
- 9 Suspense need a election to do this shift work (6)
- 10 "She saw the water, my blood, she saw the water and the water" (Tennyson) (6)

Down

- 1 Suggests a stripper at her coldest (6)
- 2 Would take a lot to make one a Knight (5)
- 3 Not important if I can't sign in (13)
- 4 See 5
- 5 4 Emotion characteristic of 11 down (2, 6, 4, 3, 5)
- 6 Dandelion's gum-muco (5)
- 7 Syntactically with the latest in clothes lines (6)
- 8 Liza Minnelli's cruciacend (7)
- 9 Make this to repair a relationship (6)
- 10 Ron must find his own remedy (7)
- 11 Place of detention for a hothead (6)
- 12 Optical aperture (6)

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Chess

Count your pieces! It is an elementary fact of chess life that the player with more pieces tends to win. This may seem a platitude but it is surprising how many players fall, on occasion, to take it into account. Chess is a game in which, just as in war, force counts. An army of 100,000 men will always be defeated by an army of 110,000 provided the weaponry each possesses is of equal value. Similarly in chess a player with, say, three pawns and six kings will reckon to win against a player with three pieces and four pawns, provided the pieces on either side are equal in value.

For example if each side has a Rook, Bishop and Knight then the player with the extra two pawns should have little difficulty in winning in normal circumstances. But suppose the player with the extra two pawns has a Rook, Bishop and Knight as opposed to his opponent's Queen, Bishop and Knight then the win will naturally go to the side with the Queen.

This has to be borne in mind when players are effecting exchanges and, naturally enough, equally important is the counting of the pieces that are lost and gained

in the transaction. It is a useful and rewarding exercise, when exchanges are about to take place, to pause for a while and make a mental note and calculation of the sum total of pieces that are taken on both sides.

All this comes out strongly in the following game which was played in the Rabo International Tournament at Wijk aan Zee in Holland in February of this year.

White: Hübner. Black: Enders. English Opening.

1. P4, P4; 2. P4, P4; 3. P4, P4; 4. P4, P4; 5. P4, P4; 6. P4, P4; 7. P4, P4; 8. P4, P4; 9. P4, P4; 10. P4, P4; 11. P4, P4; 12. P4, P4; 13. P4, P4; 14. P4, P4; 15. P4, P4; 16. P4, P4; 17. P4, P4; 18. P4, P4; 19. P4, P4; 20. P4, P4; 21. P4, P4; 22. P4, P4; 23. P4, P4; 24. P4, P4; 25. P4, P4; 26. P4, P4; 27. P4, P4; 28. P4, P4; 29. P4, P4; 30. P4, P4; 31. P4, P4; 32. P4, P4; 33. P4, P4; 34. P4, P4; 35. P4, P4; 36. P4, P4; 37. P4, P4; 38. P4, P4; 39. P4, P4; 40. P4, P4; 41. P4, P4; 42. P4, P4; 43. P4, P4; 44. P4, P4; 45. P4, P4; 46. P4, P4; 47. P4, P4; 48. P4, P4; 49. P4, P4; 50. P4, P4; 51. P4, P4; 52. P4, P4; 53. P4, P4; 54. P4, P4; 55. P4, P4; 56. P4, P4; 57. P4, P4; 58. P4, P4; 59. P4, P4; 60. P4, P4; 61. P4, P4; 62. P4, P4; 63. P4, P4; 64. P4, P4; 65. P4, P4; 66. P4, P4; 67. P4, P4; 68. P4, P4; 69. P4, P4; 70. P4, P4; 71. P4, P4; 72. P4, P4; 73. P4, P4; 74. P4, P4; 75. P4, P4; 76. P4, P4; 77. P4, P4; 78. P4, P4; 79. P4, P4; 80. P4, P4; 81. P4, P4; 82. P4, P4; 83. P4, P4; 84. 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